

# hag Opportunities

Second Intermediate

Book 6

Student's Book

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# Learning to Learn

## In this unit you will ..

- Read dialogues and a questionnaire.
- Listen to dialogues and classroom language.
- Ask for and give personal information and use classroom language.
- Learn about or revise the verb *to be*; the pronouns *I, you, he/she/it ...*; the possessive adjectives *my, your, his/her/its ...*; *this/that, these/those*; *have/has got*; imperatives and *can*.
- Learn how to organise your vocabulary.

3 Read the example sentences (a-i). Match the underlined words with the grammar words (1-9).

- |   |                                       |
|---|---------------------------------------|
| a <u>Open</u> your books on page 20.                    | 1 verb <i>to be</i> - affirmative (+) |
| b <u>My</u> book is on the table.                       | 2 verb <i>to be</i> - negative (-)    |
| c <u>That</u> picture is on page 10.                    | 3 verb <i>to be</i> - question (?)    |
| d <i>Iraq Opportunities</i> <u>has got</u> seven units. | 4 subject pronoun                     |
| e I <u>can</u> speak two languages.                     | 5 possessive adjectives               |
| f I <u>am</u> from Iraq.                                | 6 demonstrative adjective             |
| g <u>Are they</u> students?                             | 7 verb <i>have got</i>                |
| h <u>She</u> is from Lebanon.                           | 8 imperative                          |
| i I <u>am not</u> French.                               | 9 modal verb- <i>ability</i>          |

## Warm-up

1 Learn about *Iraq Opportunities Second Intermediate*. Find these things in your book.

Example 6 = page 38

- 1 A picture of a computer.
- 2 The name of the person in Lesson 9.
- 3 The title of Lesson 14.
- 4 The title of Lesson 2.
- 5 The name of the person in Lesson 10.
- 6 A picture of Paris.

2 Write down five more things in the book: pictures, names, titles.  
Now work in pairs. Your partner finds the things.



# A You



## REVISION

1 Look at the Key Words. How many of these countries are pronounced in the same way in your language?

### KEY WORDS: Countries

Argentina, Brazil, Britain, Hungary, Iraq, Italy, Lebanon, Russia

2 Listen and repeat the Key Words.

Example  
Britain

2 Match the countries with the flags.

3 Listen. Complete the dialogues in the Function File on the right. Use these words.

Jordan, Britain, Baghdad, Spain, Italy, Iraq

## to be

4 Complete the table with words from the dialogues.

Affirmative			
I	(1) _____		
You/We/They	(2) _____	from London.	
He/She/It	is		
Negative			
I	am not ('m not)		
You/We/They	(3) _____	from Beirut.	
He/She/It	(4) _____		
Questions			
Am	I		
(5) _____	you/we/they	from Basra?	
(6) _____	he/she/it		
Short Answers			
Yes, I am. No, (7) _____.			
Yes, you/we/they are. No, you/we/they aren't.			
Yes, he/she/it is. No, (8) _____.			

### Introductions

#### Dialogue 1

A: Hi, I'm Kadhim. I'm a teacher. What's your name?  
B: My name's Alex. Where are you from?  
A: I'm from (1) \_\_\_\_\_. And you?  
B: Well, I'm from Manchester in (2) \_\_\_\_\_.

#### Dialogue 2

A: What are their names?  
B: They're Roberto and Paolo. They're new students from (3) \_\_\_\_\_.  
C: No, they aren't. They're from (4) \_\_\_\_\_.

#### Dialogue 3

A: Ahmed, are you a teacher?  
B: Yes, I am.  
A: And are you from Britain?  
B: No, I'm not. I'm from (5) \_\_\_\_\_.  
A: And your friend, Kadhim? Is he from Jordan too?  
B: No, he isn't. He's from (6) \_\_\_\_\_.

5 Read the Function File again. Correct this information.

### Example

1 Kadhim isn't a student. He's a teacher.

- Kadhim is a student.
- Alex is from Buenos Aires.
- Roberto and Paolo are from Spain.
- Alex, Roberto and Paolo are teachers.
- Ahmed is from Britain.

6 Write six sentences about your class.

### Example

I am a student. My name is Sana. I am from \_\_\_\_\_.  
My friend is Huda. She is from \_\_\_\_\_.  
Miss Layla is from \_\_\_\_\_.

7 Work in pairs. Look at Dialogue 1 in the Function File. Act out the dialogue with information about you.

### NEW VOCABULARY:

function file: ملف الوظائف


# B Your Class

## REVISION

1 Choose your three favourite English class activities. Tell the class.

- grammar
- listening to the cassette
- pronunciation exercises
- reading
- speaking
- vocabulary exercises
- tests
- writing
- watching videos

2 Work in groups. What are the three favourite activities in your group? Tell the class.

3  Listen to the results of a class survey. Complete the table.

	Favourite activity
<b>Group 1</b>	watching videos
Hiba	
Dalal	
Layla	
<b>Group 2</b>	
Bahira	
<b>Group 3</b>	
The class	

## SUBJECT PRONOUNS AND POSSESSIVE ADJECTIVES

4 Complete the table with these words.

it, your, our, their, her, his, you, my

Subject pronouns	Possessive adjectives
I	_____
you	_____
he	_____
she	_____
_____	its
we	_____
_____	your
they	_____

➡ Mini-Grammar in the Activity Book.

5 Complete the text with words from Exercise 4.

(1) My name is Sami and (2) \_\_\_\_\_ am in a group with Ahmed, Fadi and Rami. (3) \_\_\_\_\_ are in Class 4D. (4) \_\_\_\_\_ isn't very big – only twenty students. (5) \_\_\_\_\_ English teacher is Mr Kamal. (6) \_\_\_\_\_ is from Basra and (7) \_\_\_\_\_ favourite hobby is reading. I'm from Baghdad and (8) \_\_\_\_\_ favourite sport is football. Ahmed is from Baghdad and (9) \_\_\_\_\_ favourite sport is volleyball. Fadi and Rami are from Mosul and (10) \_\_\_\_\_ favourite hobby is swimming.

6 Write sentences about these people. Use possessive adjectives.

**Example**

*My favourite food is fruit salad.*

- you (favourite food)
- you (favourite place)
- you and your partner (favourite sport)
- your friends (favourite school subject)
- your teacher (favourite hobby)

7 Work in groups. Ask and answer questions to find out the favourite food, hobby and school subject in your group. Tell the class your results.

**Example**

*Our favourite school subject is Science.*



# C Your Classroom

## REVISION

- 1 Check you understand the Key Words.

### KEY WORDS: Classroom Objects

bag, Activity Book, Student's Book, dictionary, file, notebook, pen, pencil, piece of paper, rubber, ruler,

*this/that/these/those*

- 2 Look at the pictures and read the dialogue. Complete the table with these words:

that, these, those, this

Singular	Plural

- 4 Use the Key Words to write sentences about things in the classroom.

### KEY WORDS: Colours

black		blue		pink	
brown		green		purple	
grey		orange		yellow	
red		white			

### Example

*That book is red. This bag is black.*

- 5 Work in pairs. Ask and answer questions about things in the classroom.

### Example

A: *Is this your Student's Book?*

B: *No, it isn't. That's my Student's Book.*

- 6 Work in pairs. Close your books and test your partner's vocabulary.

### Example

A: *What's that?*

B: *It's a ruler.*

- 7 Classify these letters into consonants (e.g. B, C) and vowels (e.g. A) alphabetically.

B J E Y Z F G I K L M V N C D  
P Q R H S O T U W A X

- 8 Now listen and check your answers. Listen again and repeat the letters.

- 8 Work in pairs. Test your partner's spelling.

### Example

A: *Can you spell 'dictionary'?*

B: *Yes. D - I - C - T - I - O - N - A - R - Y*

A: *No, it's ...*

- 9 Write down new words from Lessons (A-C) in your notebook. Include this information.

the word, a translation in your language, an example sentence

### Example

*notebook ... دَفْتَرُ My notebook is on my desk.*



- 3 Listen and write down the words you hear – this, that, these or those

Example 1 = *this*

Mini-Grammar in the Activity Book.



# Do Your Homework

## REVISION

1 Check you understand the Key Words.

### KEY WORDS: Houses

bathroom, bedroom, kitchen, sitting room, toilet

What are good places to do homework in your house?

2 What things are useful for your English homework?

### Example

an encyclopaedia, a dictionary

3 Listen to two sisters, Suha and Hiba, doing their homework. What things have people in their family got?

dictionary, calculator, encyclopaedia, ruler, red pen

Suha	_____
Hiba	_____ dictionary _____
Dad	_____
Sameer (brother)	_____
Mum	_____

have got/has got

4 Listen to the dialogue again. Complete the table with these words.

have not (haven't) got, have, has, has ('s) got, has not (hasn't) got

<b>Affirmative</b>	I/You/We/They He/She/It	<b>have('ve) got</b> (1) _____	a dictionary.
<b>Negative</b>	I/You/We/They He/She/It	(2) _____ (3) _____	a calculator.
<b>Questions</b>	(4) _____ (5) _____	I/you/we/they he/she/it	got a ruler?
<b>Short Answers</b>	Yes, I/you/we/they (6) _____. No, I/you/we/they <b>haven't</b> . Yes, he/she/it <b>has</b> . No, he/she/it (7) _____.		

Mini-Grammar in the Activity Book.

5 Complete the description with the correct form of **have got**.

Our family (1) has got a flat with a sitting room, three bedrooms, a kitchen and a bathroom. My sister (2) \_\_\_\_\_ a small bedroom and my brother and I (3) \_\_\_\_\_ a big bedroom. We (4) \_\_\_\_\_ a television in the sitting room - we (5) \_\_\_\_\_ (not) a video. In our bedroom we (6) \_\_\_\_\_ two desks and a computer. The computer (7) \_\_\_\_\_ (not) the Internet! My brother (8) \_\_\_\_\_ (not) a stereo. I (9) \_\_\_\_\_ a new personal stereo - it's fantastic for my homework!

6 Use the cues to write questions with **have got** or **has got**.

### Example

1 Have you got a good English dictionary?

1 you/a good English dictionary?

2 you/a notebook?

3 you/a personal stereo?

4 your father/a mobile phone?

5 your school/computers?

Now answer the questions with short answers.

### Example

Yes, I have./No, I haven't.

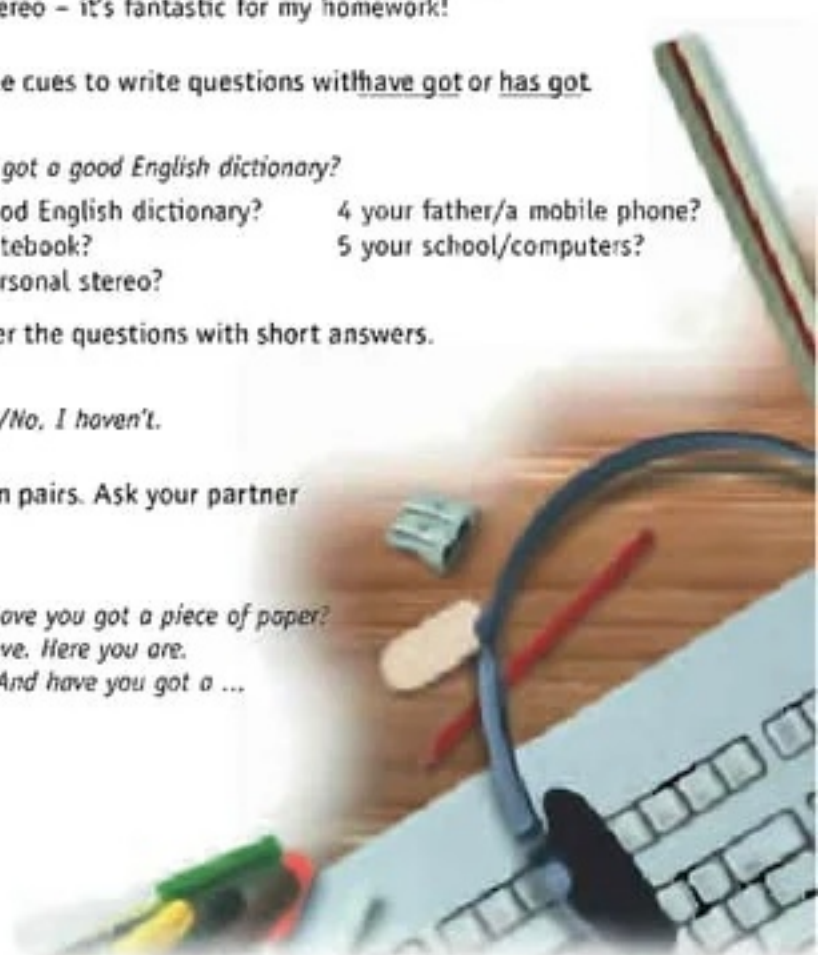
7 Work in pairs. Ask your partner for things.

### Example

A: Selma, have you got a piece of paper?

B: Yes, I have. Here you are.

A: Thanks. And have you got a ...





# E Classroom Language

## REVISION

- 1 Complete the instructions with the Key Words.

### KEY WORDS

answer, complete, list, match,  
read, use, work, write

- 1 \_\_\_\_\_ in pairs. Ask and \_\_\_\_\_ questions.
- 2 \_\_\_\_\_ five sentences about your house.
- 3 \_\_\_\_\_ the table with these words.
- 4 \_\_\_\_\_ the text and check your guesses.
- 5 \_\_\_\_\_ your favourite films.
- 6 \_\_\_\_\_ the words with the pictures.
- 7 \_\_\_\_\_ your dictionary.

Now listen and check your answers.

- 2 Listen to the teacher. Put the instructions in the correct order.

- ☐ Now read the text quickly. Answer the questions.
- ☐ Write five sentences in your notebooks.
- ☐ Work in pairs. Ask and answer questions about your family. Don't look at your books.
- ☐ For homework, do Exercises 2 and 4 in the Activity Book. Don't do Exercise 3.
- ☐ Do Exercise 1. Don't use your dictionaries.
- ☐ Open your books on page 24.

## IMPERATIVES

- 3 Add more examples of instructions from Exercise 2 to the table.

Affirmative	Negative
Read the text quickly.	Don't use your dictionaries.

Mini-Grammar in the Activity Book.

- 4 Complete the instructions with these words.

don't write, answer, work (x2), do (x2), speak, use, take out, don't work, write, open, don't read, ask

'(1) \_\_\_\_\_ your notebooks. Now, (2) \_\_\_\_\_ your Student's Book on page 52. (3) \_\_\_\_\_ Exercise 1. (4) \_\_\_\_\_ individually - (5) \_\_\_\_\_ in pairs for this exercise. (6) \_\_\_\_\_ your dictionaries and (7) \_\_\_\_\_ new words in your notebooks. (8) \_\_\_\_\_ the words in pencil - use a pen.' Now (9) \_\_\_\_\_ Exercise 2. (10) \_\_\_\_\_ in pairs. (11) \_\_\_\_\_ in English! (12) \_\_\_\_\_ and (13) \_\_\_\_\_ questions about your family. (14) \_\_\_\_\_ the sentences from your notebook.'

Now listen and check your answers.

- 5 Work in groups. One student turns to page 66 and reads instructions to the others. The last student to do something is out of the game.

- 6 Listen and match the questions (1-4) with answers (a-d).

### Asking the Teacher

- |               |  |   |
|---------------|--|---|
| Function File | 1 Sorry. Can you _____                                       | a) Yes. P - I - E - C - E. repeat that, please? |
|               | 2 What is 'haqiba' _____ in English?                         | b) Yes, of course. Open your notebook.          |
|               | 3 Can you spell 'piece', c) In Arabic it is _____ please?    |   |
|               | 4 What is the meaning d) It is 'bag' in English. of 'write'? |   |

Listen again and repeat the questions.

- 7 Work in pairs. Test your partner on the words in this unit. Use questions 3 and 4 from the Function File.





# F Check your English

## REVISION

- 1 Listen and repeat the Key Words.

### KEY WORDS: Languages

Chinese, English, French, German, Greek,  
Hungarian, Italian, Portuguese, Russian, Spanish

What countries are these languages from?

Example

English - England

- 2 Listen. Which languages from the Key Words can Tim:

a) read and write?      b) speak?

**can**

- 3 Use the dialogue in Exercise 2 to complete the table.

#### Affirmative

I/You/He/She/We/They (1) \_\_\_\_\_ speak French.

#### Negative

I/You/He/She/We/They (2) \_\_\_\_\_ speak Russian.

#### Question

(3) \_\_\_\_\_ I/you/he/she/we/they speak English?

#### Short Answers

Yes, \_\_\_\_\_ I/you/he/she/we/they (4) \_\_\_\_\_.

No, \_\_\_\_\_ (5) \_\_\_\_\_.

Mini-Grammar in the Activity Book.

- 4 Look at the Key Words. Write sentences about what you can or can't do.

Example

I can play football. I can't play tennis.

### KEY WORDS: Sports and Abilities

**play** tennis/chess/basketball, etc.

**say** the alphabet/the alphabet backwards!

**speak** Arabic/English, etc.

**swim** 100 metres

**use** a computer/a calculator

**count** to 100 in English

- 5 Work in pairs. Ask and answer questions about the activities in Exercise 4.

Example

A: Can you play chess?

B: Yes, I can. Can you ... ?

A: No, I can't.

- 6 Read the questionnaire and answer it.

## CHECK YOUR LEARNING

### Grammar

- Can you use these structures?
  - the verb *to be* (affirmative/negative/questions)
  - have/has got* (affirmative/negative/questions)
  - imperatives
  - can*

### Listening

- Can you understand your English teacher?
- Can you understand the cassette?

### Speaking

- Can you tell me your name, where you are from, your favourite things?
- Can you ask your partner for things? (e.g. a pencil)
- Can you ask your teacher about the meaning of words?

### Vocabulary

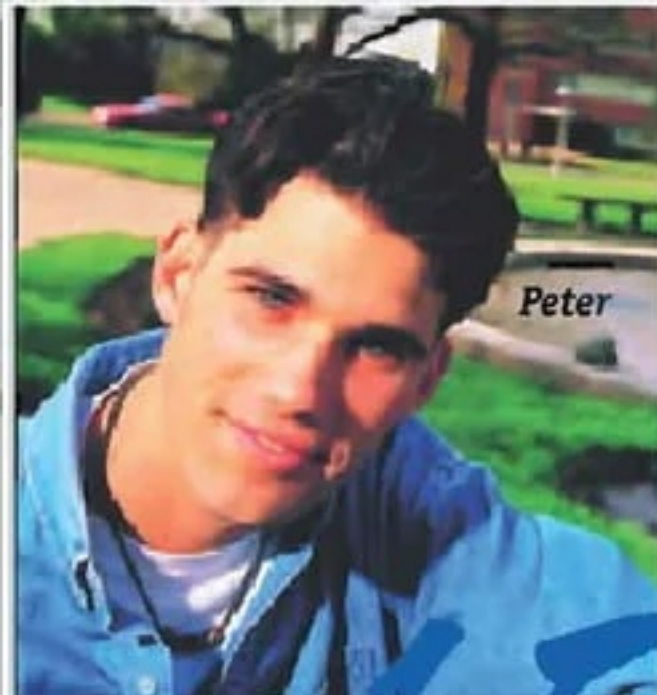
- Can you use your dictionary?



- 7 Work in pairs. Ask and answer the questions in the questionnaire.

Tell the class two things you can do and two things you can't do.

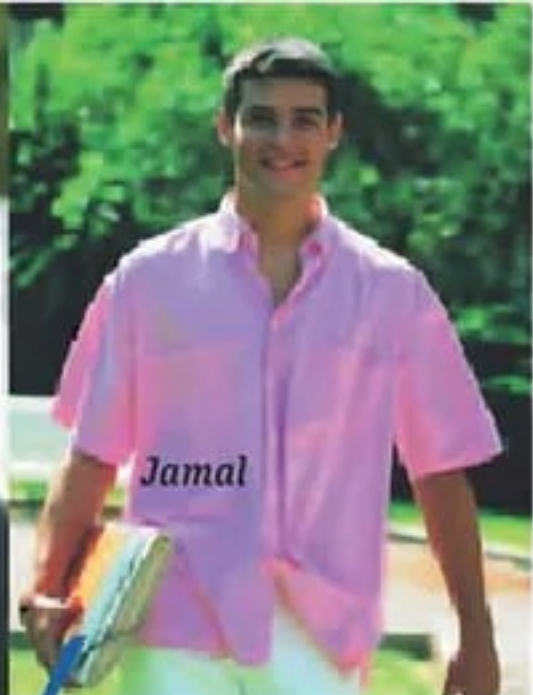




Peter



Juan



Jamal

# Friends

*In this unit you will...*

- Talk about you and your friends.
- Listen to dialogues and monologues.
- Read about a TV show and e-mail penfriends.
- Write an e-mail message.
- Learn about the Present Simple.

## Warm-up

- 1 Check you understand the Key Words.

### KEY WORDS: Sports and Hobbies

playing basketball/football/tennis

playing computer games

reading, swimming, collecting things

- 2 Listen and repeat the Key Words.

- 2 Guess information about the people in the photos.

*Ages:* fifteen, sixteen, seventeen

*Nationalities:* Iraqi, Hungarian, Argentinian, Egyptian

*Cities:* Budapest, Cairo, Buenos Aires, Baghdad

*Hobbies:* reading, collecting things

*Sports:* football, tennis

### Example

*Jamal – fifteen/Egyptian/Cairo/tennis*

- 3 Listen to the people and check your guesses.

- 4 Invent a friend. Think about: name, age, nationality, country, hobby/sport.

- 5 Tell the class about your friend.

### Example

*His name is Sameer. He is sixteen. He is Iraqi. He is from Basra. His favourite sport is football. His hobby is playing computer games.*



### NEW VOCABULARY:

monologue: مناجاة النفس

guess: تخمين / احزر

invent: ابتدع / اخترع

penfriend: صديق بالمراسلة



## Before you start

- 1 Do you have friends in your area? Do you know your neighbours? Tell the class.
- 2 Check you understand the Key Words.

## KEY WORDS: Places

bed & breakfast, café, factory, garage, supermarket

- 3 Read the text and match the Key Words with characters from the TV show.

## CORONATION ST.

This show is about ordinary people and it takes place in the north of England. It doesn't have glamorous characters in it. The characters live in Manchester and they meet in the local café, shops and at work.

Roy Cropper

"I'm married to Hayley. We own a café in the street. My wife doesn't work there – she works in the clothes factory".

"I don't live with my family. I stay in a 'bed & breakfast'. I'm a mechanic and I work in the local garage."

"I'm from London, but I like Manchester. I own a clothes factory. I don't work in the factory – I'm the boss!"

Mike Baldwin

Tyrone Dobbs

## PRESENT SIMPLE (1): AFFIRMATIVE

## Presentation

- 4 Complete these sentences from the text.

I \_\_\_\_\_ in a supermarket.  
 You \_\_\_\_\_ about life in Britain.  
 We \_\_\_\_\_ a café in the street.  
 They \_\_\_\_\_ I'm lazy.  
 He \_\_\_\_\_ our café.  
 She \_\_\_\_\_ in the clothes factory.  
 It \_\_\_\_\_ place in the north of England.

When does the verb end in -s?

- 5 Read the rule. Match the example sentences (a and b) with the uses (1 and 2).

We use the Present Simple to talk about:

- (1) things that we do regularly.
- (2) things that are true in general.

- a) I like Manchester.
- b) He manages our café.

➔ Grammar Summary 1, on page 78.

## Pronunciation

- 6 Listen and put the verbs in the correct group.

collects, goes, likes, lives, loves, makes, reads, speaks, uses

Group 1: /z / comes      Group 2: /s / works      Group 3: /z / watches

- Now listen again and repeat the words.

## Practice

- 7 Complete the sentences with these verbs in the correct form.

speak, study, use, visit, work

- 1 My mother \_\_\_\_\_ in an office.
- 2 I \_\_\_\_\_ my grandmother on Saturdays.
- 3 My brother \_\_\_\_\_ English and French.
- 4 He \_\_\_\_\_ languages at university.
- 5 We \_\_\_\_\_ computers in our mathematics classes.





## Practice

9 Complete the sentences with the correct form of the verbs in brackets.

Ahmed (1) lives (live) in our street. He (2) \_\_\_\_\_ (study) medicine at university. He (3) \_\_\_\_\_ (read) books and (4) \_\_\_\_\_ (use) a computer. Ahmed (5) \_\_\_\_\_ (love) basketball but he (6) \_\_\_\_\_ (not like) football. He (7) \_\_\_\_\_ (play) tennis with his friends. They (8) \_\_\_\_\_ (go out) on Saturdays, but they (9) \_\_\_\_\_ (not stay out) late. Ahmed (10) \_\_\_\_\_ (speak) Arabic and English.

10 Complete the sentences about you and people you know. Use affirmative and negative forms.

### Example

1 I don't like swimming.

- 1 I \_\_\_\_\_ swimming. (like)
- 2 My English teacher \_\_\_\_\_ football. (play)
- 3 My friends \_\_\_\_\_ sport on TV. (watch)
- 4 I \_\_\_\_\_ in a big town. (live)
- 5 My father \_\_\_\_\_ in an office. (work)
- 6 In my school we \_\_\_\_\_ English. (learn)
- 7 I \_\_\_\_\_ Italian food. (like)
- 8 My parents \_\_\_\_\_ Arabic. (speak)

11 Match the Key Words with the words below.

### KEY WORDS

do, get up, go, have, listen to, play, read, ride, watch

to bed, a book, breakfast, chess, a computer game, dinner, early/late, home, the housework, lunch, a motorbike, the radio, to school, a shower, television, tennis

12 Use the words in Exercise 11 to write about a typical Friday or Saturday in your area. Write about you, your family, friends and neighbours. Write *one* false thing.

### Example

*I get up early. I play tennis with my friend. My brother watches TV.*

Read your sentences. The others try to guess the false information.

### NEW VOCABULARY:

circle: أرسم دائرة حول	on air: على الهواء
find out: اكتشف	motorbike: دراجة نارية
housework: عمل المنزل	recording: تسجيل

**'Curly' Watts**

"People call me Curly, but my real name is Norman. I work in a supermarket. My wife, Emma, is a police officer."

**Vikram Desai**

"Roy's a good husband. We don't work together. He manages our café. He doesn't cook brilliant food, but he's a very good manager!"

**Hayley Cropper**

"I'm a taxi driver. People don't think I'm hard-working. They think I'm lazy. But it's not true!"

You don't find out about things in the news when you watch *Coronation Street*, but you learn about life in Britain.

## PRESENT SIMPLE (2): NEGATIVE

### Presentation

8 Read about the TV show again and complete the sentences with don't or doesn't.

I \_\_\_\_\_ work in the factory.  
 You \_\_\_\_\_ find out about things in the news.  
 We \_\_\_\_\_ work together.  
 They \_\_\_\_\_ think I'm hard-working.  
 He \_\_\_\_\_ cook brilliant food.  
 She \_\_\_\_\_ work there.  
 It \_\_\_\_\_ have glamorous characters in it.

Now circle the correct option in these rules.

- a) We use *don't/doesn't* with *he/she/it*.
- b) We use *don't/doesn't* with *I/you/we/they*.

Grammar Summary 1, on page 78.



## Before you start

- 1 Listen and repeat the Key Words.

## KEY WORDS: Sports and Hobbies

chess, diving, painting, photography, volleyball, windsurfing

Now make a list of your interests. Tell the class.

## Example

*I like ice hockey, swimming and reading.*

## Reading

- 2 Read the Reading Strategies.

READING STRATEGIES:  
Prediction

- Before you read, look at the pictures and the title. Try to guess what the text is about.
- Read the questions and try to guess the answers *before* you read.

Use the Reading Strategies to guess the answers to the questions about the people in the photos.

## Example

*I think he's fifteen.*

- 1 How old are they?
- 2 Where are they from?
- 3 What are their favourite hobbies or sports?

- 3 Read the text and check your guesses from Exercise 2.


- 4 Choose a good penfriend for Tariq - Colin or Lenny?

## NEW VOCABULARY:


mistakes: أخطاء

**International E-mail Penfr**

**Country** **No Preference**



Hi! My name's Tariq and I'm from Karbala in Iraq. I'm thirteen. I've got two sisters. My hobby is photography. I take photos of people. I have brilliant photographs of all my friends! I love reading and I collect photography magazines. I don't play sport and I don't watch TV! E-mail me soon!



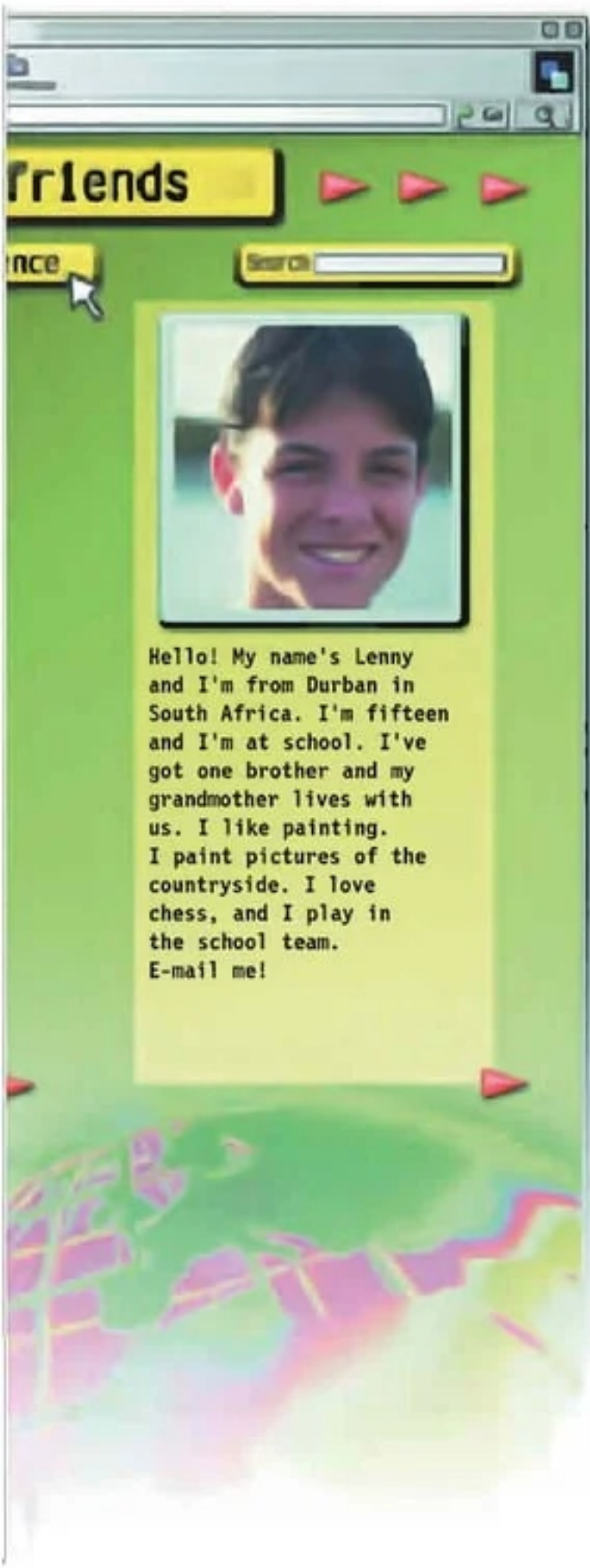
Hi! My name's Colin and I'm fourteen. I'm from Sydney in Australia, but my mother and father are from Britain. I love sport. My favourite football team is the national team. I play tennis and volleyball and I go diving and windsurfing. Please write to me!

## Vocabulary: Words that go together

- 5 Match the verbs (1-6) with the nouns (a-f) from the text.

- |           |              |
|-----------|--------------|
| 1 collect | a) pictures  |
| 2 go      | b) magazines |
| 3 paint   | c) diving    |
| 4 play    | d) tennis    |
| 5 take    | e) chess     |
| 6 love    | f) photos    |





## Listening

6 Listen to the people talking and read their e-mails. Find seven mistakes.

7 Listen to the dialogue and complete the Function File with these words.

great, hello, nice, really, well

Function File

### Meeting People

- A: (1) \_\_\_\_\_, I'm Tariq. What's your name?  
 B: I'm Lenny. I'm from Durban.  
 A: (2) \_\_\_\_\_? I'm from Karbala. What are your hobbies?  
 B: (3) \_\_\_\_\_, I paint pictures and I play chess.  
 A: (4) \_\_\_\_\_, I take photos and I love reading.  
 B: That's (5) \_\_\_\_\_. What's your favourite sport?  
 A: Oh, I don't play sport.

## Speaking

8 Work in pairs. Imagine you are meeting your partner for the first time at a party. Ask and answer questions.

### Example

A: Hi, I'm Huda. What's your name?

B: I'm Reem. I'm from Iraq.

9 Complete the sentences with with and from.

Example I'm from Rio de Janeiro in Brazil.

- Selma comes \_\_\_\_\_ Baghdad and she lives \_\_\_\_\_ Arbeel.
- My Lebanese friend is \_\_\_\_\_ Beirut.
- My sister works \_\_\_\_\_ a shop. I am a cook \_\_\_\_\_ a restaurant.
- He is \_\_\_\_\_ Basra. He lives \_\_\_\_\_ a small house with his parents.

### QUOTE ... UNQUOTE

'The only way to have a friend is to be one.'  
 Ralph Waldo Emerson

### NEW VOCABULARY:

prediction: تَكْهَن

windsurfing: الانزلاق على الماء

# Communication Workshop

## Writing: An e-mail

### Before you start

1 Read the e-mail. Match these topics with the paragraphs (1-4).

- |                    |                          |
|--------------------|--------------------------|
| family             | <input type="checkbox"/> |
| sports and hobbies | <input type="checkbox"/> |
| ending             | <input type="checkbox"/> |
| introduction       | <input type="checkbox"/> |



2 Linking. Look at the e-mail and find examples of *and*. Now join these sentences.

- I'm sixteen. I live in Baghdad.
- I play football. I play basketball.
- I like photography. I like reading.
- My dad is a doctor. My mum is a teacher.

Write an e-mail to find a penfriend. Follow the stages.

### Stage 1

Use the plan to write notes about you.

Paragraph 1: introduction: name, age, from city/country

Paragraph 2: family

Paragraph 3: sports, hobbies

Paragraph 4: ending

### Stage 2

Use your plan to write your e-mail. Join information with *and*.

### Stage 3

Check your e-mail for:

- spelling ✓ Present Simple ✓  
capital letters and full stops ✓ use of *and* ✓

### Stage 4

In groups, read out your e-mails to one another. Choose one student's e-mail and write a reply.

## Speaking: A Roleplay

In groups, imagine you are meeting some new people for the first time. Follow the stages.

### Stage 1

Look at your personal information from your e-mail. Add two things that are not true.

### Stage 2

Practise saying the expressions from the Function File on page 15.

### Stage 3

Work in groups. Meet new people and talk about your interests.

### Stage 4

Try to guess the false information. Tell the class.

### Example

*Ali doesn't play chess and he doesn't have twelve brothers.*

**Test 1: Go to page 25.**



# 2 Personality

*In this unit you will ..*

- Talk about personalities and interests.
- Listen to dialogues.
- Read a questionnaire and a picture story.
- Write a questionnaire.
- Learn about Present Simple questions.

## Warm-up

- 1 Listen and repeat the Key Words.

### KEY WORDS: Personalities

active, friendly, hard-working, helpful, honest, intelligent, lazy, outgoing, quiet, shy

- 2 Imagine the personality of the boy in the photo on the right. Tell the class.

Example

*I think he's ... He isn't ...*

- 3 Listen to descriptions of four people. Write the number of the person who uses each adjective.

active	<input checked="" type="checkbox"/>	friendly	<input type="checkbox"/>	hard-working	<input type="checkbox"/>
helpful	<input type="checkbox"/>	lazy	<input type="checkbox"/>	outgoing	<input type="checkbox"/>
quiet	<input type="checkbox"/>	intelligent	<input type="checkbox"/>	shy	<input type="checkbox"/>
honest	<input type="checkbox"/>				

- 4 Choose adjectives to describe three of your family members or friends.

### KEY WORDS: Family

aunt, brother, father, grandfather, grandmother, mother, sister, uncle

Example

*My father - friendly/outgoing.*

- Listen to the sound / /. Now listen to the Key Words. Which words end in / /?

- 5 Work in pairs. Tell your partner about your family and friends.

Example

A: *My father is friendly and outgoing.*

B: *Really? My father is shy.*

### NEW VOCABULARY:

personality: الشخصية



## Before you start

- 1 Listen and repeat the Key Words.

## KEY WORDS: Days

Tuesday, Saturday, Wednesday,  
Thursday, Sunday, Friday, Monday

Now order the days of the week.

- 2 Write down activities for a typical week in your life.

## Example

Saturday – go to the gym; Sunday ...

- 3 Read the questionnaire. Listen to the interview with Hani and write his answers. Do you think Hani is active?

## HOW ACTIVE ARE YOU?

- 1 Do you work hard at school?  
a) Yes, I do. b) Sometimes. c) No, I don't.
- 2 Does your teacher call you hard-working?  
a) Yes, he/she does. b) Sometimes. c) No, he/she doesn't.
- 3 Do you help your mum and dad at home?  
a) Yes, I do. b) Sometimes. c) No, I don't.
- 4 What do you do after school?  
a) I watch TV. b) I play computer games.  
c) I do my homework. d) I go out. e) I do sport.
- 5 Why do your parents get angry with you?  
a) I go out a lot. b) I don't help at home.  
c) I sleep a lot. d) I can't sit still.  
e) I don't do my homework.

PRESENT SIMPLE (3):  
QUESTIONS

## Presentation

- 4 Look at the questionnaire and complete the table with *do*, *does*, *don't* or *doesn't*.

## Yes/No Questions

- (1) \_\_\_ you work hard at school?  
(4) \_\_\_ your teacher call you 'hard-working'?

Yes, I (2) \_\_\_. No, I (3) \_\_\_.  
Yes, she (5) \_\_\_. No, she (6) \_\_\_.

## Wh- Questions

- What (7) \_\_\_ you do after school?  
Why (8) \_\_\_ your parents get angry with you?

Grammar Summary 1, on page 78.

- 5 Listen and repeat the questions.

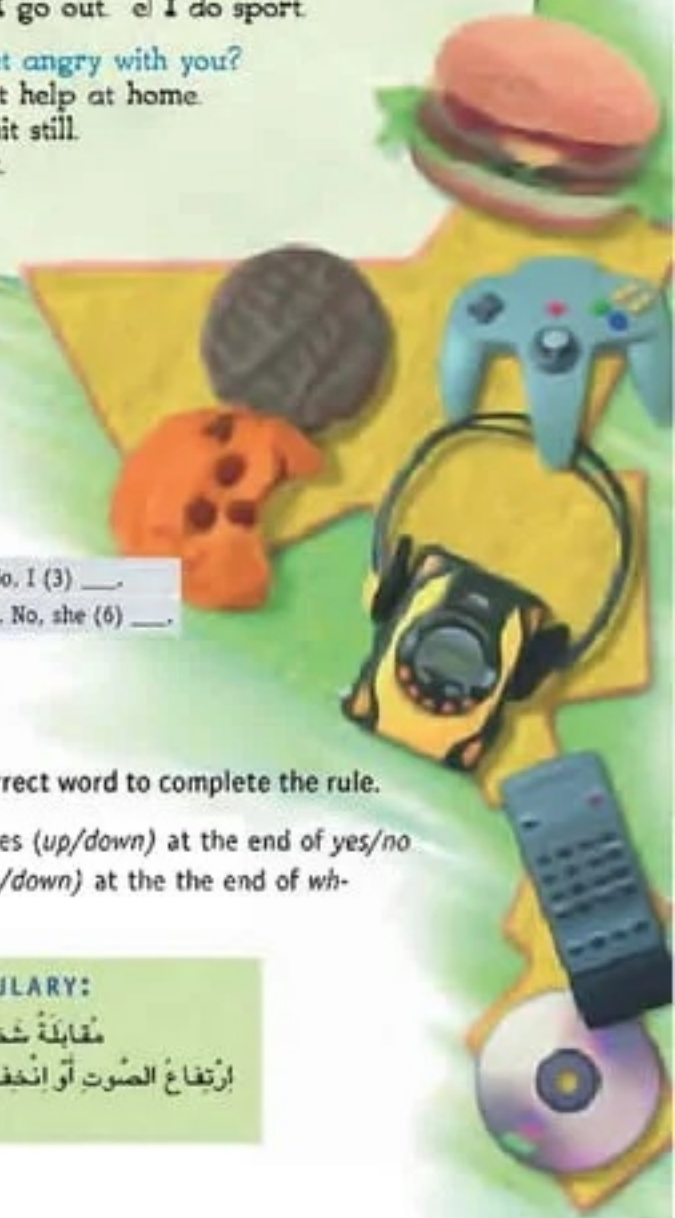
- 1 Do you work hard at school?
- 2 Does your teacher call you hard-working?
- 3 What do you do after school?
- 4 Do you help your mum and dad at home?

- 6 Circle the correct word to complete the rule.

The intonation goes (*up/down*) at the end of *yes/no* questions and (*up/down*) at the the end of *wh*-questions.

## NEW VOCABULARY:

interview: مقابلة شخصية  
intonation: ارتفاع الصوت أو انخفاضه  
typical: نموذجي







## ADVERBS OF FREQUENCY

### Presentation

11 Look at the calendar on the right and read these sentences.

*How often ... ?*

I **usually** go swimming on Thursdays.

I'm **usually** late for dinner.

I **always** play basketball on Saturdays.

I'm **always** early.

I **often** go out with my friend, Ameen.

He's **often** late.

I **sometimes** go to the gym.

I'm **sometimes** tired after that.

I **never** go to the cinema.

I'm **never** bored at home.

Put the **adverbs** in the correct place on this diagram.



Now complete the rules about adverbs of frequency.

They go *before/after* the verb *to be*.

They go *before/after* other verbs.

➡ Grammar Summary 1, on page 78.

### Practice

12 Use the adverbs and the expressions to write sentences about you.

**always, usually, often, sometimes, never**

- do homework
- go to bed early
- write postcards
- have breakfast
- be late
- play football on Saturday
- go swimming after school
- use a computer at school
- watch TV in the evening
- be tired after school

Now work in pairs. Ask questions with *How often do ...?*

**Example**

A: *How often do you do homework?*

B: *Every day.*

**QUOTE ... UNQUOTE**

'We are what we pretend to be.'

Kurt Vonnegut, Jr

### Practice

7 Work in pairs. Ask and answer the questions in the questionnaire. Is your partner active?

8 Use the words to write questions.

- 1 get up/you/early/do ?
- 2 your/does/like/teacher/sport ?
- 3 sport/do/Thursday/you/on/play ?
- 4 Friday/work/parents/do/your/on ?
- 5 mother/your/French/speak/does ?
- 6 shops/you/to/the/go/do/often ?

Work in pairs. Ask and answer the questions.

9 Tick (✓) the activities that you do.

Activities	You	Your partner
play chess		
take photos		
reading		
learn English		
watch sport on TV		
listen to the radio		

Work in pairs. Ask and answer questions about the activities. Tick (✓) your partner's activities in the table.

**Example**

A: *Do you play chess?*

B: *Yes, I do.*

10 Work with a different partner. Ask questions about his/her first partner.

**Example**

You: *Does Qasim play chess?*

New partner: *Yes, he does.*

### NEW VOCABULARY:

frequency (n): التواتر

pretend: تظاهر

## Personality

### JUNE

Mon	1	Ameen
Tue	2	
Wed	3	7.00 gym
Thu	4	6.30 swimming
Fri	5	Ameen
Sat	6	basketball
Sun	7	
Mon	8	
Tue	9	
Wed	10	Ameen
Thu	11	6.30 swimming
Fri	12	Ameen
Sat	13	basketball
Sun	14	
Mon	15	
Tue	16	
Wed	17	Ameen
Thu	18	7.00 gym
Fri	19	Ameen
Sat	20	basketball
Sun	21	
Mon	22	Ameen
Tue	23	
Wed	24	7.00 gym
Thu	25	7.30 swimming
Fri	26	Ameen
Sat	27	basketball
Sun	28	
Mon	29	
Tue	30	



# 4 Your Interests

## Before you start

- 1 Look at these new Key Words and check that you understand them. Use your dictionary.

### KEY WORDS: Hobbies and Interests

acting, collecting things, doing photography, gardening, making model planes, painting, playing chess, playing computer games, reading, watching films

- 2 Use these expressions to write three sentences about your interests and abilities.

good at/bad at/interested in

### Example

*I'm good at chess.*

*I'm interested in photography.*

*I'm bad at running.*

- 3 Work in groups. Tell the others about your interests and abilities.

## Reading

- 4 Look at the drawings. Which do you like? Think about colours and shapes.

- 5 Read your personality description from the drawing. Does it describe your personality? Work in groups and discuss each other's personality.

### Example

*The description is mostly right. I love meeting new people. But I'm not interested in acting.*

- 6 Read the three other descriptions. List more things that are true about you.

### Example

*Picture C – I am very interested in nature. I am good at painting.*

- 7 Use your notes from Exercise 6 to write a short description of your personality.

### Example

*I am a very relaxed and outgoing person.*

Work in pairs. Read your description to your partner.

### NEW VOCABULARY:

abilities: القدرات

A



- A You are a very friendly, outgoing person. You sometimes get sad but you are usually very happy. You love meeting new people. You are good at acting. You like playing sports, for example, basketball and volleyball. You like going out with your friends and you don't like being at home a lot. And you don't like going to bed too early!

B



- B You are a quiet person and sometimes you are shy. You like being at home and you are never bored. For example, you love reading or writing e-mails to your friends. You don't like being in big groups of people. But you love talking to your friends for hours. You love watching sad films.



## Vocabulary: Adjectives

8 Match the opposites.

- |                |            |
|----------------|------------|
| 1 happy        | a) lazy    |
| 2 hard-working | b) shy     |
| 3 nervous      | c) sad     |
| 4 outgoing     | d) relaxed |



C You are a relaxed person and you don't often get nervous or angry. You are very interested in nature. You like gardening and you are good at painting. You don't like sitting at home watching TV for hours. Your teacher says you could work harder sometimes. You love being outside and being active.



D You are a practical person. You like using computers and you love collecting things. You like playing chess and computer games. You are good at doing practical things, for example, making models and cooking. You don't like acting and you are not very good at painting. You are very hard-working and always do your homework.

## Listening

9 Read the Listening Strategies.

### LISTENING STRATEGIES: Prediction

- Before you listen, read the questions.
- Think about what you know about the people or the topic. Look at the pictures.
- Guess answers to the questions. Then listen and check your answers.

Follow the Listening Strategies and guess answers to these questions. Then listen and check your answers.

- 1 What are Terry's hobbies?
- 2 What are Mick's hobbies?
- 3 What school subject does Terry love?
- 4 What subject does Mick hate?

10 Complete the Function File with these words.

don't like, don't mind, hate, like (x3), love, OK

Function File	
<b>Preferences</b>	
Questions:	So what hobbies do you (1) _____, Mick?
	Do you (2) _____ photography?
Likes:	I really (3) _____ sport.
	I (4) _____ tennis and football.
Dislikes:	I (5) _____ art lessons.
	I really (6) _____ maths!
Neutral:	I (7) _____ art lessons.
	Maths is (8) _____.

Listen and check your answers.

11 Write sentences about your preferences. Use the expressions from the Function File.

Example

*I hate cooking.*

12 Work in pairs. Ask and answer questions about preferences.

Example

A: *Do you like chess?*

B: *No, I don't.*

### NEW VOCABULARY:

nervous: عصباني

practical: عملي

# Communication Workshop

## Writing: A Questionnaire

Before you start

- 1 Read the questionnaire and think about your answers.



**How friendly are you? ♥**

- 1 Do you help your friends with their homework?  
a) Always ☐ b) Sometimes ☐ c) Never ☐
- 2 When a friend is sad, do you  
a) talk to him/her? ☐  
b) ask another friend about the problem? ☐  
c) do nothing? ☐
- 3 When you are on holiday, do you  
a) write a postcard to your friends? ☐  
b) phone your friends every day? ☐  
c) have a good time and forget about your friends? ☐

- 2 Work in pairs. Ask and answer the questions. Is your partner a good friend?

- 3 Linking. Look at **when** in the questionnaire. Use the words below to write sentences about you.

on holiday, in class, bored, tired, sad

**Example**

When I am on holiday, I watch TV.

When I am bored, I phone a friend.

**Write a questionnaire. Follow the stages.**

### Stage 1

Choose three interests, sports or hobbies. Write three questions about each one.

**Example**

Interests: basketball/photography/chess

Questions: Do you like basketball?/How often do you play?/

Are you good at it?

### Stage 2

Write options for the answers (a, b or c).

**Example**

Do you like basketball? a) Yes. b) It's OK. c) No.

How often do you play?

a) Once a month. b) Every Saturday. c) Never.

## Speaking: Group Survey

In groups, find out your partner's interests. Follow the stages.

### Stage 1

Work in groups. Ask and answer the questions from your questionnaire. Write down the answers.

### Stage 2

Organise the answers.

**Example**

love basketball - Ali, Adnan

### Stage 3

Tell the class information about the people in your group.

**Example**

Ali and Adnan love basketball. They often play it. Ali is good at basketball. Kareem and Waleed don't like it. They don't play it.



Now read the story

*The Hound of the Baskervilles*

Literature Spot 1, pages 70-71.

**Test 2:** Go to page 26.

**NEW VOCABULARY:**

options: خيارات



# Review

## Grammar

### 1 Complete the dialogue with these words.

play, plays, like, love, do(x2), does(x2), don't, doesn't

- A: What (1) \_\_\_\_\_ you do on holiday?  
 B: Well, I like swimming.  
 A: And (2) \_\_\_\_\_ your best friend like swimming?  
 B: No, he (3) \_\_\_\_\_. He can't swim! He doesn't  
 (4) \_\_\_\_\_ the sea.  
 A: So what (5) \_\_\_\_\_ he do?  
 B: He reads or takes photos.  
 A: What other things (6) \_\_\_\_\_ you like?  
 B: We both (7) \_\_\_\_\_ sport.  
 A: Do you (8) \_\_\_\_\_ football?  
 B: No, we (9) \_\_\_\_\_. But my friend (10) \_\_\_\_\_  
 basketball and volleyball.

### 2 Complete the questions (1–6) with these words. Then match them with the answers (a–f).

how, what (x2), when, where, why

- |  |                                  |
|--|----------------------------------|
| 1 _____ often do you play sport?         | a) I go out with my friends.     |
| 2 _____ do you come from?                | b) Every day.                    |
| 3 _____ do you do at weekends?           | c) I do my homework.             |
| 4 _____ do you use a dictionary?         | d) Najaf.                        |
| 5 _____ do you go out with your friends? | e) To learn new words.           |
| 6 _____ do you do after school?          | f) After school and at weekends. |

### 3 Use these words to write sentences.

- 1 makes/things/my dad/often
- 2 sometimes/watch/I/television
- 3 always/my teacher/difficult questions/asks
- 4 in the sea/never/go/I/swimming
- 5 doesn't/my mum/go/shopping/often

## Vocabulary

### 4 Write the opposites of these adjectives.

- |               |                     |
|---------------|---------------------|
| 1 long _____  | 6 friendly _____    |
| 2 bad _____   | 7 outgoing _____    |
| 3 small _____ | 8 happy _____       |
| 4 tidy _____  | 9 true _____        |
| 5 lazy _____  | 10 attractive _____ |

### 5 Match the adjectives from Exercise 4 with these nouns and write sentences.

person, story, bedroom

#### Example

*Nadhim is a friendly person.*

### 6 Complete the text with the correct form of these verbs.

meet, go, take, play (x2), go out (x2), answer, go to, do

My brother is very active. He has got different hobbies. He's got a very good camera and he (1) \_\_\_\_\_ photos of people. He often (2) \_\_\_\_\_ with his friends. And he loves sport. He (3) \_\_\_\_\_ tennis and basketball and he often (4) \_\_\_\_\_ swimming and diving. He sometimes (5) \_\_\_\_\_ chess too. At school he is very hard-working. He (6) \_\_\_\_\_ questions in class and he always (7) \_\_\_\_\_ his homework. He is very outgoing. He often (8) \_\_\_\_\_ with his friends at the weekend – they (9) \_\_\_\_\_ sports matches. I sometimes (10) \_\_\_\_\_ his friends and they are always very friendly to me.

## Pronunciation

### 7 Listen to the final sound in these words.

1 paint /t/ 2 friend /d/

Now listen to the words. Which final sound do you hear, /d/ or /t/?

### 8 Listen again and repeat the words.

### 8 Word stress. Listen and repeat these words.

1 chess 2 football 3 computer

### 9 Classify these words (1, 2 or 3 syllables). Then listen and check your answers.

Monday, friendly, shy, school, swimming, lesson, British, sport, untidy, cooking, fantastic, film, answer, attractive, people, Wednesday, lazy, homework, party, house, bedroom, often, unhappy

#### NEW VOCABULARY:

attractive: جذاب  
 fantastic: عجيب  
 tidy: مرتب

# Language Problem-Solving 1

## ARTICLES AND PLURALS

### a/an

1 Read the examples. Then circle the correct words to complete the rule.

- a book   an architect  
a desk   an encyclopaedia  
a pen   an orange

We use *a* before a *vowel/consonant* and we use *an* before a *vowel/consonant*.

2 Complete the gaps with *a* or *an*.

- James is \_\_\_ Algerian student and Qasim is \_\_\_ Iraqi student.
- My father works in \_\_\_ bank and my mother works in \_\_\_ office.
- For my projects I use \_\_\_ encyclopaedia and \_\_\_ dictionary.
- Can I have \_\_\_ apple and \_\_\_ date, please?
- Ibraheem owns \_\_\_ café and he is \_\_\_ good father.

### a/an/the

3 Read the sentences (1–4). Which sentences are about:

- a) one of many people/things?  
b) a specific person/thing?

- In a bookshop/library:*  
'Can I have an English dictionary, please?'
- At home:*  
'Mum, where's the English dictionary? I need it.'
- At the shops:*  
'Mum, can we get a computer? I want a computer.'
- At home:*  
'Mahfoodh, stop playing games on the computer. I want to use the Internet.'

4 Complete the gaps with *a*/*an* or *the*.

- We always have breakfast in \_\_\_ kitchen.
- They have \_\_\_ new house and \_\_\_ old car.
- I love history; \_\_\_ teacher always tells interesting stories.
- Basra is \_\_\_ large city. \_\_\_ port there is one of the busiest in the country.
- This is my favourite classroom; \_\_\_ walls are green.

### No article

5 Match the sentences (1–2) in the table with the rules (a–b).

- a We do not use *a/an* with plurals but we use *the* for specific things.  
b Sometimes we do not use *a/an/the* with common places (e.g. home, bed, school).

1: I go to <del>the</del> bed early on Mondays.	2: The people in my class love music. ★ People love music.
--	--

6 Complete the gaps with *a*/*an*/*the* if necessary.

- I never get bored at \_\_\_ home.
- I love taking \_\_\_ photos.
- \_\_\_ students in my school have blue uniforms.
- I sometimes go to \_\_\_ Baghdad Internet Café after \_\_\_ school.
- \_\_\_ friends are very important for me.

### Plurals

7 Complete the table with these plurals.

apple/apples, class/classes, person/people, child/children, country/countries, bed/beds, box/boxes, bus/buses, man/men, hobby/hobbies, woman/women, postcard/postcards, dictionary/dictionaries, quiz/quizzes, book/books, glass/glasses, story/stories

regular plural + <i>-s</i>	<i>apples</i>
regular plural + <i>-es</i>	<i>classes</i>
regular plural + <i>-ies</i>	<i>countries</i>
irregular plural	<i>children</i>

Complete the rules for regular plurals.

- Most words have plurals with \_\_\_\_.
- Words ending in *-s/-ch/-sh/-x/-z* have plurals with \_\_\_\_.
- Words ending in consonant + *-y* have plurals with \_\_\_\_.

8 Write sentences with these plurals.

children/countries/hobbies/men/women/people

### Example

*My aunt has got three children.*

➔ *Language Problem-Solving 1, page 80.*

### NEW VOCABULARY:

Problem-solving: حل المشاكل / الوظائف



## TEST 1 Use of English

**A** Complete the sentences, using the correct form of word(s) in brackets: (10 points)

- 0 He is (be) very nice.
- 1 Ali doesn't like (not like) chess.
- 2 My teachers think (think) I'm very lazy.
- 3 We don't use (not use) a computer every day.
- 4 They visit (visit) us on Fridays.
- 5 I love (love) painting.
- 6 My best friend plays (play) football very well.
- 7 You take (take) great photos!
- 8 My teacher doesn't answer (not answer) all my questions.
- 9 Asma and Reem are (be) good friends.
- 10 I don't learn (not learn) French.

**B** Write the missing words in this e-mail: (10 points)

My name is Nabeel and I am nearly thirteen. I live in Arbeel but I'm from Lebanon. My father works in a bank, and my mother is a teacher. I've got two brothers and one sister. My brothers and I play football and basketball at weekends. My sister doesn't play football, but she likes basketball. She likes swimming with us too. My favourite subjects at school are English and Art. I don't like Maths.

**C** Put the words in the box in the correct group, according to how 's' is pronounced: (15 points)

plays comes opens watches writes reads  
speaks goes thinks does sits uses likes  
wears rides collects gets manages

Group 1

wears

Group 2

likes

Group 3

uses

**D** Match the verbs (0–10) with the words on the right (a–k): (10 points)

- |             |                   |
|-------------|-------------------|
| 0 have      | a) television     |
| 1 learn     | b) computer games |
| 2 watch     | c) books          |
| 3 do        | d) photos         |
| 4 play      | e) music          |
| 5 speak     | f) a bike         |
| 6 read      | g) English        |
| 7 listen to | h) homework       |
| 8 go        | i) dinner         |
| 9 ride      | j) Arabic         |
| 10 take     | k) swimming       |

**E** Put the words/phrases from the box in the correct group. Then add three more words/phrases to each group: (15 points)

play football Saturday uncle restaurant

People	Days	Places	Activities
<u>                    </u>	<u>                    </u>	<u>                    </u>	<u>play football</u>
<u>                    </u>	<u>                    </u>	<u>                    </u>	<u>                    </u>
<u>                    </u>	<u>                    </u>	<u>                    </u>	<u>                    </u>
<u>                    </u>	<u>                    </u>	<u>                    </u>	<u>                    </u>

Total 

	60
--	----

**NEW VOCABULARY:**

manage: يدير



## TEST 2 Use of English

**A** Write questions, using the pronoun in the brackets: (10 points)

- 0 use/computer (he)  
*Does he use a computer?*
- 1 play/the guitar (you)
- 2 send/e-mails (she)
- 3 watch/films (he)
- 4 like/music (she)
- 5 have/a mobile phone (he)
- 6 read/books in English (you)
- 7 eat/fish (she)
- 8 speak/French (you)
- 9 practise/speaking English (he)
- 10 play/tennis (you)

**B** Choose a question word from the box and fill the space: (10 points)

when where (x2) how often (x2) why (x3) what (x2)

- 0 *When* do you visit your uncle's house?  
On Tuesdays.
- 1 ..... do you go swimming?  
Twice a week.
- 2 ..... do you do on Fridays?  
I usually play football.
- 3 ..... do you practise the guitar?  
twice a week.
- 4 ..... do you like Abeer so much?  
She's so friendly and interesting.
- 5 ..... do you have dinner?  
At six o'clock.
- 6 ..... does your mother come from?  
A small village near the sea.
- 7 ..... is your favourite fruit?  
Bananas.
- 8 ..... does your brother walk to school?  
He likes to talk to his friends on the way.
- 9 ..... do you prefer to study?  
At the library.
- 10 ..... are you late?  
I missed my bus.

**C** Put the words in order, starting with the most frequent: (5 points)

often sometimes never usually always seldom

- 0 *always*
- 1
- 2
- 3
- 4
- 5

**D** Write the missing word in the space: (6 points)

- 0 Fakhri finds it difficult to talk to people he doesn't know very well. He's *shy*.
- 1 Maysoon loves meeting new people. She's very
- 2 Nabeel goes to the playing field every day after school. He's very
- 3 Rana's room is always in a mess, and she can never find anything. She's
- 4 Mahmood's clever but he doesn't like school work. He prefers to play. He's quite
- 5 Sameera studies for an hour every evening, including school holidays. She's very
- 6 Asma cleans the house on Fridays, and goes shopping for her mother. She's very

**E** Write the missing word or leave a space: (9 points)

- 0 I've got ..... cat called Raggy.
- 1 Is your sister interested ..... photography?
- 2 My father is very good ..... painting.
- 3 I wait for ..... school bus at the corner of the street.
- 4 My friend is very good ..... maths.
- 5 History is ..... interesting subject.
- 6 Our teacher sometimes shows us ..... film.
- 7 What time do you usually go to ..... school?
- 8 My father's in ..... hospital at the moment.
- 9 ..... apple a day keeps the doctor away.

### NEW VOCABULARY:

seldom: نادراً





city

# 3 Communities

*In this unit you will ..*

- Read a leaflet, a newspaper article and a letter.
- Listen to a dialogue, an interview and a phone call.
- Talk about places and the weather.
- Write a letter to a penfriend.
- Learn about *there is* and *there are*

## Warm-up

- 1 Look at the photos. What kind of place do you live in?
- 2 Check you understand the Key Words.

### KEY WORDS: Places

bank, cinema, mosque, museum, newsagent's, park, post office, railway station, restaurant, school

Listen and repeat the Key Words.

- 3 Listen to four dialogues. Where are the people?
- 4 Work in pairs. Tell your partner about the places you go to.

**Example**

*I go to the park on Friday with my friends.*

### NEW VOCABULARY:

article: مقالة  
communities: جماعات سكانية  
leaflet: كراسة إعلانية  
next to: بجوار  
opposite: المقابل  
الجهة المقابلة

5 Look at the picture. Complete the sentences with *next to* or *opposite*.



- 1 The mosque is \_\_\_\_ the railway station.
- 2 The supermarket is \_\_\_\_ the mosque.
- 3 The newsagent's is \_\_\_\_ the bank.
- 4 The museum is \_\_\_\_ the railway station.



town



## Before you start

- 1 Check the meaning of the Key Words.

## KEY WORDS: Places

bakery, canal, castle, chemist's, factory,  
fish and chip shop, supermarket

Which of these places have you got in your area?

- 2 Read the leaflet. Are these sentences true (T) or false (F)?

- The Black Country is a new industrial area.
- You can see people working in the factories.
- The Black Country is near London.
- The museum is next to Dudley Castle.

- 3 Listen and complete the dialogue with these words.

cinema, supermarket, bakery, museum,  
chemist's, shops, restaurant, factories

Mark: Is it a good place to visit, then?

Yousuf: Yes, it's a great (1) \_\_\_\_\_.

Mark: Mmm. I don't usually like museums.  
Are there any people in it?

Yousuf: Yes, there are. You can see real people  
in the (2) \_\_\_\_\_ and shops. And you  
can buy things in the (3) \_\_\_\_\_!

Mark: Is there an old (4) \_\_\_\_\_?

Yousuf: Don't be silly! No, there isn't. There's  
an old (5) \_\_\_\_\_ and a (6) \_\_\_\_\_.  
And sometimes people live in the old  
houses. There aren't any computers or  
televisions in the houses!

Mark: Is there an old (7) \_\_\_\_\_?

Yousuf: Yes, there is. You can watch old films.  
It's great!

Mark: And are there any old cars in the  
village?

Yousuf: No, there aren't any. But you can go  
on an old electric tram or a canal boat.

Mark: And how many restaurants are there?

Yousuf: There are two places to eat. There's a  
(8) \_\_\_\_\_ and a fish and chip shop.

## NEW VOCABULARY:

bakery: مخبز  
canal: قناة



## The Black Country Living Museum



Come and see life in the old industrial area of  
the Black Country. Watch people live and work  
in an old industrial community.

Next to Dudley Castle. Near Birmingham.  
Open 10 a.m. to 4.30 p.m.  
Adults: £7.50; children £4.50.





## there is/there are

## Presentation

- 4 Read the dialogue again and complete the table with these words.

is ('s), are ('re), isn't, aren't

## Affirmative

There (1) \_\_\_\_\_ an old chemist's.

There (2) \_\_\_\_\_ two places.

## Negative

There (3) \_\_\_\_\_ a supermarket!

There (4) \_\_\_\_\_ any computers or televisions.

## Question

(5) \_\_\_\_\_ there an old cinema?

(6) \_\_\_\_\_ there an old supermarket?

(7) \_\_\_\_\_ there any people in it?

(8) \_\_\_\_\_ there any old cars?

(9) How many restaurants  
\_\_\_\_\_ there?

## Short Answers

Yes, there (10) \_\_\_\_\_.

No, there (11) \_\_\_\_\_.

Yes, there (12) \_\_\_\_\_.

No, there (13) \_\_\_\_\_ any.

There (14) \_\_\_\_\_ two.

Which verb forms are singular and which are plural?

How do you say the sentences in your language?

Grammar Summary 2, on page 78.

- 5 Listen to five sentences. Write them in your notebook. How many words are there in each sentence?

## Example

There's a small supermarket. = five words

Listen again and repeat the sentences.

## Practice

- 6 Write sentences about what *there is* and what *there isn't* in an old house in The Black Country Living Museum. Use these words:

a table, a TV set, a bed, a shower, a computer,  
a radio, a toilet

- 7 Complete the letter with the correct form of the verb *to be*.

Dear Fatin,

My name is Kelly and I'm your new penfriend. I live in Sutton. It's a very small village. There (1) \_\_\_\_\_ one shop and there (2) \_\_\_\_\_ five streets! There (3) \_\_\_\_\_ a post office opposite our house. My mum works there. My dad goes to work in Leeds. There (4) \_\_\_\_\_ any offices or factories here.

What are your interests? I love cooking. At weekends, I go into Leeds because there (5) \_\_\_\_\_ many shops in our village. (6) \_\_\_\_\_ there lots of shops where you live? (7) \_\_\_\_\_ there a lot to do?

Write back soon,  
Kelly

- 8 Use the cues to write questions about The Black Country Living Museum.

## Example

1 Is there a restaurant?

- 1 a restaurant? 4 a shop?  
2 a supermarket? 5 a cinema?  
3 a school?

Work in pairs. Use the table to answer the questions with short answers.

## Example

1 Is there a restaurant? Yes, there is.

- 9 Work in pairs. Take turns to find out about your partner's area. Answer in short sentences.

## Example

A: Is there a school?

B: Yes, there is.

A: How many shops are there?

B: There are five or six.

- 10 Imagine the house of your dreams. Write sentences about the things *there are* and the things *there aren't*. Use your dictionary to help you.

## Example

There are five rooms and a big garden. There isn't a television.

Describe the house to your partner.

## NEW VOCABULARY:

factory: مصنع



*Before you start*

- 1 Check you understand the Key Words.

**KEY WORDS: Weather**

changeable, cloudy, cold, hot, icy, rainy, snowy, sunny, warm, windy

Write sentences about the weather in your area in each season.

spring summer  
autumn winter

**Example**

*In spring, it is usually warm, but it is often cloudy and rainy.*

**Reading**

- 2 Look at the photo. Guess the weather on the island. Then read the first paragraph of the text and check your answers.

**Island Experiment**

**CHRIS MORRIS MEETS TWO PEOPLE FROM THE TELEVISION PROGRAMME 'DESERT ISLAND'.**

(1) Rothsay is a deserted island in the north of Scotland. It is cold and rainy. The sea is icy and there are 250 kph winds. Eighty men, women and children from different places in Britain now live there. They are part of an experiment for one year. Television cameras film their lives and they appear on TV.

(2) Karen and David Lloyd are two of these people. They usually live in a flat in Cardiff in Wales. Karen, 15, and David, 17, now live in a small house on the island with their parents. There are three teachers on the island, so Karen and David can continue their studies.

(3) Why do the Lloyd family want to live on this island? 'Well, we always come to the Scottish islands on holiday,' says Karen. 'I love photography and the island is fantastic for that.' Her brother likes diving and sailing. 'The island is great. The only problem is the weather!'

(4) What do they miss? 'Well, I don't miss the cars and pollution,' says David. 'I miss my friends, but I can use the e-mail to talk to them. The young people on the island are friendly and we have a great time!' Do they like being in the television programme? 'Well,' says Karen, 'the programme is interesting. And now we're famous!'

**NEW VOCABULARY:**

experiment: اِخْتِبَارٌ

sailing: اِلْبَحَارُ



3 Read the text and the questions below. Choose the correct answer – a, b or c.

- What is the usual population of the island?  
a) 36 b) 2000 c) 0
- How is the community different from other communities?  
a) The people live on an island.  
b) The people are on TV.  
c) There is no pollution.
- Why does Karen like living on the island?  
a) It is a good place for diving.  
b) It is good for photography.  
c) The weather is good.
- How can they contact their friends?  
a) By telephone. b) By e-mail. c) By post.
- What does David sometimes miss?  
a) His friends. b) The television.  
c) Shopping.

4 Work in pairs. Imagine you are on the island with your family. Write two lists.

Example

Things I miss: *playing football with my friends, going to a café*

Things I don't miss: *the cars, going to school in the morning*

Tell the class the things on your lists.

## Vocabulary: Wordbuilding

5 Look at the underlined words in these sentences. Are they nouns or adjectives?

The sea is icy. In winter, there is ice in the sea.

The wind is strong today. It's a very windy day.

Make adjectives from these nouns.

difference, ice, wind, desert, friend,  
rain, sun, interest, fame, snow

Example

*different*

Check your answers in the text and the Key Words in Exercise 1.

6 Write sentences about Rothsay with the adjectives from Exercise 5. Do not look at the text.

## Listening

7 Listen to a man talking about the weather in Scotland. Complete the table.

Season	Scotland	London/Cape Town
winter	very cold ...	
spring		
summer		
autumn		

8 Listen again and complete the Function File with these words.

changeable, rainy, dark, degrees, like,  
hot, weather, zero

Function File

### Describing the Weather

Woman: What's the (1) \_\_\_\_\_ like in winter?

Man: It's very cold, sometimes below (2) \_\_\_\_\_, and there are icy winds. It gets (3) \_\_\_\_\_ early and it's often cloudy and rainy. It sometimes snows.

Woman: What is the weather (4) \_\_\_\_\_ in the spring?

Man: Well, it's very (5) \_\_\_\_\_. There are sunny days, but there's a lot of rain.

Woman: What is the weather like in the summer?

Man: Well, it's sometimes (6) \_\_\_\_\_, 25 (7) \_\_\_\_\_. That's hot for us! There are sunny days, but it's often cloudy or rainy.

Woman: And what's the weather like in the autumn?

Man: It's usually very (8) \_\_\_\_\_.

## Speaking

9 Work in pairs. Student A and Student B turn to page 66. Ask and answer questions and complete the table for London or Cape Town in Exercise 7.

### QUOTE ... UNQUOTE

'The world is now a global village.'

Marshall McLuhan

### NEW VOCABULARY:

changeable: متغير

population: سكان

contact: يتصل



## Writing: A Description of a Place

### Before you start

- 1 Read the letter to a penfriend. In which paragraph can you find information about:

the weather, places to see, going out

- 2 Linking. Complete the letter with and and but.

Write a letter to a penfriend about his/her visit. Follow the stages below.

### Stage 1

Read the Writing Strategies and look at the diagram.

#### WRITING STRATEGIES: Thinking of ideas

- Before you start, decide what you want to write about.
- Use diagrams (example below) to help you think of ideas.



### Stage 2

Write your letter. Include a paragraph for each topic in your diagram. Use the linking words from Exercise 2.

### Stage 3

Check your letter for: grammar ✓ spelling ✓

### Stage 4

'Send' your letter to another student in your class. Read the letter you get. Choose a place to visit and an activity to do.

#### NEW VOCABULARY:

diagram: مخطط توضيحي

take turns: يتناوب

have fun: يتمتع

Dear Aziz,

(A) How are you? What is the weather like with you? It's sunny here (1) \_\_\_\_\_ it is very cold.

(B) I've got brilliant plans for your visit. My town is small (2) \_\_\_\_\_ there are two or three good places to see. I know you want to visit the mosque for your school project. Opposite the mosque there is a museum (3) \_\_\_\_\_ you can take interesting photos of it.

(C) Do you want to go to the sports centre? I usually go with my brother on Fridays, (4) \_\_\_\_\_ then we often go to the library. On Saturdays we play tennis - there's a nice park near my house.

Well, phone me next week. See you soon!  
Michael



## Speaking: A Roleplay

### Before you start

Listen to the phone call and choose the correct answers.

1 What is the weather like?

a) It's brilliant. b) It's OK. c) It's terrible.

2 Are there any interesting places to visit?

a) Yes, there are. b) No, not really.

3 Is it a good place to have fun?

a) Yes, it's great. b) No, it isn't.

c) It's not bad.

Imagine your penfriend phones you before you send your letter. Follow the stages below.

### Stage 1

Use your letter to prepare answers to the questions.

### Stage 2

Work in pairs. Take turns to ask and answer the questions on the phone.

### Stage 3

Are the places your partner talks about: very interesting? OK? not very interesting?

Test 3: Go to page 41.



B Canada in October

A The Alps in winter

# 4 Going Places

*In this unit you will ..*

- Read a computer game cover and a brochure.
- Listen to a quiz, monologues and dialogues.
- Talk about travel and give a talk.
- Write a page of a brochure.
- Learn about possessive pronouns and apostrophes.


## Warm-up

- 1 Look at the photos and read the captions. Which places do you want to go to?

### KEY WORDS: Things to do and Months


**Things to do:** (go) backpacking, camping, climbing, diving, sailing, sightseeing, skiing, surfing, travelling, walking

**Months:** January, February, March, April, May, June, July, August, September, October, November, December

- 2  Listen and repeat the Key Words. Notice the main stress.

Example

*backpacking/February*

- 3  Listen to four people. Write down the activities and months they mention.

- 4 What do you want to do? Choose an activity, a place and a time to go. Tell the class.

Example

*I want to go surfing in California in July.*

- 5 Look at the prepositions *in* and *on* in the photo captions. Choose the correct preposition in these sentences.

- 1 Our school holidays start (in/on) the twenty-third of July this year.
- 2 We usually go backpacking (in/on) summer.
- 3 We always go skiing (on/in) winter.
- 4 My dream is to go to the carnival in Rio de Janeiro (in/on) February.

C Australia in December

### NEW VOCABULARY:

brochure: كتيب

monologue: حديث فردي

sightseeing: مشاهدة معالم المكان



## Before you start

- 1 Match the Key Words with the photos.

## KEY WORDS: Souvenirs

bar of soap, box, doll, football programme, football shirt, glass, plate, ticket

- 2 Do you collect holiday souvenirs? Tell the class.

## Example

I've got a beautiful doll from Romania.

- 3 Read what Mike, Aziz, Tony and Chris say about collecting souvenirs. Then match the souvenirs (A-H) with the people.

## Example

D - Aziz

"My brother, Mahmood, travels a lot for his work. The bars of soap are his - he collects them from hotels. Look, you can see the names of the hotels." Aziz

"Our son, Mike, loves football. The Argentinian football shirt is Mike's and the match programmes are also his." Tony

"Yes, I love football. These match tickets are mine, too. Those are my parents' tickets. They collect them when they go travelling." Mike

"Mahmood and I travel a lot and we collect souvenirs. The glasses are ours. I also collect boxes - these are from India." Aziz

"Whose are those football programmes? You don't like football, do you, Tony?" Chris

"Our neighbours, the Salem family, often rent a house in Egypt in summer. Its garden is fantastic and it's got a swimming pool. The Egyptian dolls and the plate are theirs. Their collection of plates is fantastic!" Tony

## NEW VOCABULARY:

collect: جمع  
souvenir: تذكّار





## POSSESSIVE FORMS

### Presentation

4 Look at the text again. Complete the table with possessive pronouns.

Possessive adjectives	Possessive pronouns
my	_____
your	yours
his	_____
her	_____
its	_____
our	_____
their	_____

5 Look at these examples and complete the rule with singular and plural.

Mike's T-shirt      my parents' tickets  
Chris's collection      the children's ball

We add an **apostrophe** to \_\_\_\_\_ nouns ending in **s**.

We add **apostrophe + s** to all \_\_\_\_\_ nouns and \_\_\_\_\_ nouns that don't end in **s**.

6 Complete the sentences with **Who** or **Whose**.

- '\_\_\_\_\_ is Mahmood?' 'He is my brother.'
- '\_\_\_\_\_ is this football shirt?' 'It's Mike's.'

➔ Grammar Summary 3, on pages 78-79

### Pronunciation

7 Listen to the sounds at the end of the names.

Group 1: Mike - Mike's /s/

Group 2: Claire - Claire's /r/

Group 3: Charles - Charles's /z/

Listen again and put these names into the correct group according to the final sound.

Pat's, John's, Keith's, Amira's, Chris's, Sue's,  
Ghali's, James's, Nasmat's, Tony's

### Practice

8 Underline the correct words.

- (My/Mine) car's broken down, let's go in (your/yours).
- Huda likes scarves; this black scarf is (her/hers) but the red scarf is (my/mine).
- (Our/Ours) friends often take (their/theirs) baby out for a walk.
- This book is (my/mine), it's not (your/yours).
- She likes (her/hers) car, and we like (our/ours).

9 Complete the sentences with possessive adjectives and pronouns.

- This book is Qasim's. The pencils are \_\_\_\_\_, too.
- Our car is terrible but their car is worse. \_\_\_\_\_ often breaks down.
- We are going on holiday with \_\_\_\_\_ friends and \_\_\_\_\_ baby.
- I collect hats; these two are \_\_\_\_\_ and the black hat is \_\_\_\_\_ mother's.
- Sultan hasn't got a bike; this bike isn't \_\_\_\_\_, but it's \_\_\_\_\_ brother's.

10 Put in apostrophes where necessary.

- Peters baby brother stays with his grandparents when his parents go on holiday.
- These T-shirts are Jamals and that is his brothers.
- My English teachers husband works with my parents.
- The Browns like my parents garden and trees.
- Jamess computer is great.

11 Work in groups. Each student puts two objects into a bag. Then put the objects on the table and guess whose they are.

Example

A: Whose is this?

B: Is it Ahmed's?

A: No, it isn't. It's Rani's.

C: Yes, it's mine!

### NEW VOCABULARY:

broken down: **مفصل**

terrible: **رهيب**



*Before you start*

1 Look at the photos. Work in pairs. Ask and answer the questions.

- 1 Can you recognise the cities in the photos?
- 2 Do you see backpackers in your town?
- 3 Do you want to go backpacking?
- 4 What places do you want to go to?

2 Which words are similar in your language?

**KEY WORDS:****International words**

airport, bank, bus, hotel, museum, passport, police, restaurant, souvenir, station, taxi, telephone, theatre, tourist information, train

Where can a backpacker do these things? Use the Key Words.

- 1 change money
- 2 get a train or bus
- 3 have lunch or dinner
- 4 see a play
- 5 get information

**Reading**

3 Read about the computer game. Are these sentences true (T) or false (F)?

- 1 You begin the game with a lot of money.
- 2 Your first journey is by plane.
- 3 There are four countries to visit.
- 4 You get money when you answer quiz questions correctly.
- 5 All the questions are on geography.
- 6 Two people can play the game.

**BACKPACKER**

You decide to travel around the world, but there is one problem. You haven't got a lot of money! Don't worry. Complete your 'passport' – type in your personal information. Then pack your bag, go to the airport and get a plane. The world is yours ...

Start your journey from Baghdad. Where do you want to go? France? Morocco? Spain? The UAE? You decide. Have you got the money for your ticket? No? How can you get money? Get a job! Work in a café, a museum or a shop. Play games and do quizzes. Answer questions correctly and get money. Then you can stay in a hotel, get a taxi into town or go to another country. Get the answer wrong? Get the next bus home!

Backpacker has got an enormous variety of activities, jobs to do and countries to visit. There are also questions on everything, including sport, history, literature and geography. Learn about the world. Have fun, see different places and then try to get home. It isn't easy! Backpacker is different every time you play.

**Remember, it's fun to travel with friends.  
Have a good time!**



## Vocabulary: *get*

- 4 Find phrases with the verb *get* in the text.

Example *get a plane*

Check the meanings of these phrases in your dictionary.

- 5 Write sentences about you and your family using *get*.

Example

*I never get a taxi to school.*

## Listening

- 6 Listen to the 'Backpacker' quiz questions. Try to answer the questions. Check your answers with your teacher.
- 7 Listen to the dialogue in the travel agent's. Complete the Function File with these times and prices.

ninety pounds, quarter to nine, quarter past twelve, seventy-five pounds, half past seven, ten o'clock, half past ten, ten thirty



### At the Travel Agent's

Customer: Good morning. I'd like to go to Jordan, please.

Travel Agent: OK. When would you like to go?

Customer: At the weekend, on Friday.

Travel Agent: What time do you want to leave?

Customer: At about (1) \_\_\_\_\_. What times are the buses?

Travel Agent: There's one at (2) \_\_\_\_\_. And there's one at (3) \_\_\_\_\_.

Customer: Right. And what about flights?

Travel Agent: There are two flights. There's one at (4) \_\_\_\_\_ and one at (5) \_\_\_\_\_.

Customer: Mmm, OK. And how much are the tickets?

Travel Agent: A single is (6) \_\_\_\_\_ and a return is (7) \_\_\_\_\_.

Customer: Can you give me a return ticket for the (8) \_\_\_\_\_ flight, please?

Travel Agent: Certainly.

- 8 Write down the times below in words.

a) 6.15 b) 7.00 c) 10.30 d) 3.45  
e) 6.30 f) 7.10 g) 10.20 h) 1.40  
i) 4.05 j) 7.50 k) 5.25 l) 2.55

Example

a) quarter past six/six fifteen

- 9 Listen and check your answers. Listen again and repeat the times.

## Speaking

- 9 Work in pairs. Turn to page 66. Find out and give travel information. Use the Function File and your dictionary to help you.

- 10 Look at the prepositions *at* and *on* in these sentences.

There's a flight *at* 12 o'clock *on* the twenty-second of July. There are only two flights *at* the weekend. There isn't a flight *on* Sunday.

What prepositions do we use for these things?

dates, times, days, the weekend

- 11 Complete the sentences with the correct preposition *at* or *on*.

- I often go walking \_\_\_\_\_ the weekend.
- Our flight is \_\_\_\_\_ the first of February \_\_\_\_\_ six o'clock in the morning!
- I usually get up \_\_\_\_\_ 7.30, but \_\_\_\_\_ Fridays I get up late.
- My holiday starts \_\_\_\_\_ the thirtieth of May.
- The match starts \_\_\_\_\_ half past seven \_\_\_\_\_ Saturday night.
- The exam is \_\_\_\_\_ the third of June.

- 12 Listen and check your answers to Exercise 11. Repeat the sentences.

### QUOTE ... UNQUOTE

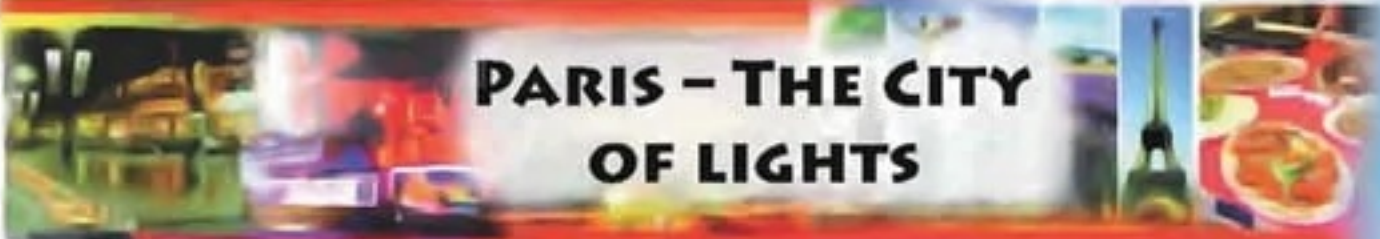
'Travel and change of place impart new vigour to the mind.'  
Seneca

### NEW VOCABULARY:

flight: الطيران

vigour: قوة





## PARIS – THE CITY OF LIGHTS



### Writing: A Brochure

#### Before you start

1 Read the brochure. Match these titles with the sections (1–3).

Having Fun  
Going Places  
Sightseeing

2 Linking. Complete the gaps in the brochure with also or and.

Work in groups of three.  
Write a city brochure.  
Follow the stages.

#### Stage 1

Choose an interesting city. Divide the work in the project. Each student finds out and writes notes about one of these things:

- going places
- sightseeing
- having fun

Use geography books and the Internet to find information.

#### Stage 2

Work in groups. Use your notes to write a brochure.

#### Stage 3

Check your writing for:  
spelling ✓ punctuation ✓

Write a final version of your brochure. Add drawings and photos.

- There are two main airports – Orly and Charles de Gaulle. These (1) \_\_\_\_\_ offer good rail and road links to other big cities in France. Travel on the famous 'Metro' (underground railway) or take a bus or a taxi.
- There are excellent museums, art galleries and lots of famous buildings. Visit the Louvre (2) \_\_\_\_\_ the d'Orsay museums (3) \_\_\_\_\_ see their fantastic art collections. Don't miss the Eiffel Tower, the Arc de Triomphe and Notre Dame. Go for a walk in Luxembourg Gardens. Take a bus to Versailles (4) \_\_\_\_\_ see the Palace of the Sun King.
- Paris is (5) \_\_\_\_\_ a great place to have fun...
  - visit the opera or see a famous show at the Moulin Rouge.
  - go shopping in Galeries Lafayette or Le Bon Marché department stores.
  - have a meal in one of the city's many superb restaurants.
  - go to the Stade de France and see the French national football team.

### Speaking: A Talk

In groups, give the class a talk about your city.  
Follow the stages.

#### Stage 1

Read the Speaking Strategies and then practise giving your part of the talk. Use your notes from Stage 1 of the Writing.

#### SPEAKING STRATEGIES: Preparation

- Look at your notes and practise saying sentences.
- Don't read out complete sentences from your final project.
- When a word is difficult for you to say, think of another word.

#### Stage 2

Give your talk to the class. You can look at your notes.

#### Stage 3

Display your projects in the class. Then decide which city you would like to go to.



Now read the story *Journey to the Centre of the Earth*  
Literature Spot 2, pages 72–73.

Test 4: Go to page 42.



# Review

## Grammar

1 Complete the dialogue with the correct form of the verb *to be*.

A: Excuse me. (1) \_\_\_\_\_ there a bank near here?

B: Yes, there (2) \_\_\_\_\_.

A: And (3) \_\_\_\_\_ there any souvenir shops in the centre?

B: Yes, there (4) \_\_\_\_\_ good shops on the High Street.

2 Look at the diagram. Then complete the sentences with possessive pronouns.

Sarah



Example

Sami: 'The mobile phone is mine.'

1 Sarah: The books are \_\_\_\_\_.

2 Sami: The computer is \_\_\_\_\_.

3 Sarah and Sami: The car is \_\_\_\_\_.

4 Sarah: The mobile phone is \_\_\_\_\_.

5 Their friends: The house is \_\_\_\_\_.

6 Sami to Sarah: The stereo is \_\_\_\_\_.

3 Use the cues to write sentences using names and apostrophes.

Example

That is Tim's computer.

1 Tim/computer

2 Carla/book

3 my parents/photos

4 my uncle/video

5 my friends/cassettes

## Vocabulary

4 Choose the correct preposition in each sentence.

1 The post office is next (for/of/to) the station.

2 We go to the beach (at/in/on) summer.

3 It's Eid al-Fitr (at/in/on) Friday.

4 I stay with my family (at/in/on) the holidays.

5 There is a festival (at/in/on) August.

6 The mosque is (on/next to/opposite) the station.

5 Write the adjectives for these nouns. Then write each one in a sentence.

beauty, difference, fame, friend, sun, wind

Example

beauty/beautiful. Venice is a beautiful city.

6 What is the weather like where you live? Write five sentences.

in spring, in summer, in autumn, in winter, today

Example

In spring, the weather is changeable. It is often rainy and cloudy.

## Pronunciation: th

7 Listen to the two sounds *th*.

Group 1: think/T/

Group 2: they/D/

Put these words into the correct group.

there, theatre, thank, the, weather, these, thirty, Thursday, three, their, north

Listen and check your answers. Repeat the words.

8 Listen and repeat the numbers.

first, second, third, fourth, etc.

Now listen and repeat these dates.

the fourth of February, the twelfth of March, the third of May, the sixth of June, the eighth of August, the thirteenth of October, the thirty-first of January

### NEW VOCABULARY:

high street: الشارع الرئيسي

festival: مهرجان



# Language Problem-Solving 2

## GENITIVE: APOSTROPHE + s OR of (the)

1 Look at the table and match the rules.

___'s	of (the) ___
the girl's name	the name of the/our hotel
Peter's car	the bridges of Baghdad
my friends' address	the address of the school

- We use **apostrophe + s** when
  - something 'belongs' to a place or thing
- We use **of (+ the)** when
  - the 'owner' is a person or people

2 Write full sentences. Change the words in brackets into ...'s or of (the) ...

- (book/ending) wasn't very interesting.
- I always enjoy listening to (my grandfather/stories).
- (Hungary/capital) is a beautiful city.

- We want to know (football match/result).
- (my parents/house) is very big.
- Are you afraid of (world/end)?

## it's AND its

Be careful with these words.

**It's** a sunny day. (= it is)

**It's** got three bedrooms. (= it has)

All of **its** bedrooms are big.

(= possessive adjective - see Lesson 7)

3 Add the apostrophes, where necessary.

- Its a great building.
- Its windows are beautiful.
- Its got amazing wooden doors.
- There are statues on its roof.

➔ Language Problem-Solving 2, page 80.

## Culture Corner

## Going Places in Britain!



- CAMBRIDGE.** This old town is on the River Cam. It is a famous university town. There are beautiful old buildings
- EDINBURGH** is the capital of Scotland. There is a big castle in the centre. Every year there is an International Arts Festival.
- LIVERPOOL.** Take a fantastic boat trip on the River Mersey. The city is home to a very famous football club, with one of the oldest football grounds in the world.

- OXFORD.** There is the famous university in Oxford, of course. There is also a brilliant collection of art and archaeology in the museums of the town and university.
- STONEHENGE** is a monument from the Stone Age, and one of the wonders of the pre-historic world.
- STRATFORD-UPON-AVON** is famous as the birthplace of Shakespeare. See a play at the Royal Shakespeare Theatre next to the River Avon.
- YORK** is a beautiful old city. Go shopping for interesting souvenirs. Visit the excellent Railway Museum and the magnificent Viking Museum.

For more information: [www.great-britain.co.uk](http://www.great-britain.co.uk)

1 Read the text. Where would you like to go?

2 List all the positive adjectives in the text.

Example beautiful ...

3 Choose a place for these people to go.

- John loves archaeology.
- Muna is interested in drama.
- Sam likes football.
- Sami's project is about the Stone Age.
- Bashar likes trains.

### NEW VOCABULARY:

birth place: مكان الولادة ground: ساحة اللعب  
excellent: ممتاز wonders: عجائب



## TEST 3 Use of English

- A** Complete the sentences with phrases from the box. You can use the phrases more than once:  
(10 points)

there is    there are    there isn't  
there aren't    is there    are there

- 0 There are five big factories in the town where I live.
- 1 ..... a garage next to your house?
- 2 ..... two shops and a bank opposite my school.
- 3 ..... only one computer in our school.
- 4 How many people ..... in your country?
- 5 ..... any supermarkets in my village.
- 6 ..... a park near my house where I meet my friends.
- 7 How often ..... a bus to the market from here?
- 8 ..... a lot of castles in Iraq.
- 9 Is there a supermarket in your village?  
No, .....
- 10 Are there any girls in your family?  
Yes, .....

- B** Answer the questions from your knowledge, using 'there is', etc.:  
(6 points)

- 0 Is there an underground train line in London?  
Yes, there is.
- 1 Is there a museum in Baghdad?  
.....
- 2 Is there a railway station in Amman?  
.....
- 3 Are there any tigers in Africa?  
.....
- 4 Are there many tourists in Egypt?  
.....
- 5 Is there a king in England?  
.....
- 6 Are there any shops near your school?  
.....

### NEW VOCABULARY:

knowledge: معرفة  
underground: تحت الأرض

- C** Put one word from the box in each space:  
(6 points)

bank    newsagent's    castle    supermarket    bakery  
cinema    butcher's    museum    station    chemist's

- 0 They sell all kinds of food in a supermarket.
- 1 They make bread at a .....
- 2 You can buy a magazine at a .....
- 3 You can keep your money in a .....
- 4 They sell medicines at a .....
- 5 They sell meat at a .....
- 6 You can see things that people used a long time ago at a .....

- D** Complete the table by making adjectives from the nouns:  
(8 points)

	Noun	Adjective
0	sun	<u>sunny</u>
1	change	
2	wind	
3	storm	
4	ice	
5	cloud	
6	heat	
7	tropics	
8	rain	

- E** Complete the sentences. You can see the first letter of the missing word:  
(10 points)

- 0 You get a plane from the city's main airport.
- 1 We go to the c..... to watch new films.
- 2 Hani lives in a very small v..... near Kerbala.
- 3 A..... is the month after July.
- 4 I hate winter, but I like s..... a lot.
- 5 A radio is a very n..... present.
- 6 In Alaska it is often very s..... in winter.
- 7 I send a l..... to my Canadian penfriend every week.
- 8 Tourists can get a list of train times at the s.....
- 9 It is usually very h..... in Africa.
- 10 My mother works in an office and my father works in a car f.....

Total 

40
----



## TEST 4 Use of English

**A** Choose *at*, *on* or *in* for each space: (6 points)

- 0 I only go swimming in summer.
- 1 Muna's birthday is ..... the second of May.
- 2 What do you usually do ..... the weekend?
- 3 We have holidays ..... August.
- 4 The film starts ..... half past six.
- 5 My brothers go to the mosque ..... Fridays.
- 6 My mother gets up ..... five o'clock every day.

**B** Write these times in digital form, using the 12-hour clock:

(10 points)

- |    |                    |             |
|----|--------------------|-------------|
| 0  | quarter past six   | <u>6:15</u> |
| 1  | five past seven    | .....       |
| 2  | half past nine     | .....       |
| 3  | twenty to two      | .....       |
| 4  | quarter to five    | .....       |
| 5  | eight o'clock      | .....       |
| 6  | ten past seven     | .....       |
| 7  | quarter past ten   | .....       |
| 8  | quarter to eleven  | .....       |
| 9  | twelve o'clock     | .....       |
| 10 | twenty five to six | .....       |

**C** Underline the correct words in each sentence: (8 points)

- 0 Their/Theirs son has passed his exams.
- 1 This isn't my/mine book. It's your/yours.
- 2 Where are your/yours brothers? They've left their/theirs football outside.
- 3 My parents want to buy another car. Their/Theirs is very old now.
- 4 Who/Whose ticket is on the floor?
- 5 Can you pass that magazine please - it's my/mine.
- 6 Haifa collects CDs, but this isn't her/hers.
- 7 Who/Whose gave you that phone?
- 8 My sister is very excited about her/hers trip to Spain.

**D** Use the words in brackets to make a sentence. Use the correct punctuation: (8 points)

- 0 (capital/Turkey) is Ankara.  
The capital of Turkey is Ankara.
- 00 (her brother/name) is Ibraheem.  
Her brother's name is Ibraheem.
- 1 (president/Russia) is visiting China.

2 (my teacher/name) is Yousuf.

3 (Charles/oldest son) is going to become king.

4 (my Australian penfriend/sister) is coming to Iraq for a holiday.

5 (my brothers/names) are Shareef and Omar.

6 (hotel/owners) are Egyptian.

7 (year/seasons) are very similar in tropical countries.

8 (Sameera/father) works in the same factory as mine.

**E** Look at the apostrophe in these sentences. Tick (✓) those sentences that are correct and put a cross (X) next to those that are wrong: (8 points)

- 0 Shall we go to Sulaimaniya next week? It's a national holiday on Tuesday. ✓
- 00 There's a bird on the path. It's wing is broken. X
- 1 I can't come and see you on Friday. It's my grandfather's birthday.
- 2 The factory must be closed. It's gates are locked.
- 3 I know where the office is. It's on President Street.
- 4 The plane isn't taking off yet. They want to check it's brakes.
- 5 I think it's Huda's phone. It was a birthday present.
- 6 I don't swim when it's very cold.
- 7 A dromedary camel has only one hump on it's back.
- 8 The kangaroo carries it's young in a special pocket, or pouch.

Total 

40
----

### NEW VOCABULARY:

hump: حذبة

pouch: جولب



A



B



C



# 5 History

*In this unit you will..*

- Talk about people from history and your past life.
- Listen to monologues and a history lesson.
- Read about people from history.
- Write a short biography.
- Learn about the Past Simple tense.

## Warm-up

- 1 Check you understand the Key Words.

### KEY WORDS

century, discovery, event, exploration, invention, revolution

- Listen and repeat the Key Words

Now match four events below with the pictures.

- 1 Nabatean temples built in Palmyra (Tadmor)
- 2 the Renaissance in Italy
- 3 the first aeroplane flight
- 4 the French Revolution begins
- 5 the discovery of the solar system
- 6 Apollo 11 lands on the Moon
- 7 the invention of the computer microchip

- 2 Match the events in Exercise 1 with these dates.

the second century AD, the fifteenth century, 1543, 1789, 1903, 1958, 1969

- Listen and check your answers.

- 3 Listen and write down the dates. Then listen again and repeat them.

- 4 Work in pairs. Choose three important events in history. Tell the class.

### Example

*We think three important events are: the invention of the wheel, the discovery of the solar system and the invention of the steam engine.*



### NEW VOCABULARY:

biography: سيرة ذاتية  
renaissance: النهضة  
solar system: النظام الشمسي



## Before you start

- 1 Which subjects in the Key Words box are you interested in?

## KEY WORDS: Areas of study

architecture, art, biology,  
engineering, mathematics,  
music, science

- 2 What do we call the people who work in the subjects in Exercise 1? Read the text quickly and find the words for the jobs.

## Example

architecture – architect

Leonardo da Vinci (1452–1519) worked as an architect, artist, mathematician and scientist. The young Leonardo liked school. He was a good musician, but he hated Latin. In 1466, his family moved to Florence and Leonardo finished school. In 1482, he started to work for the Duke of Milan. He also designed buildings and studied mathematics. His drawing of the *Anatomy of Man* shows he was a great biologist. He also worked as a military engineer. In 1502, he returned to Florence and painted the *Mona Lisa*. He carried this painting with him when he travelled. From 1514 to 1516 he lived in Rome and continued his scientific experiments. He died in France in 1519.

## PAST SIMPLE (1): AFFIRMATIVE (REGULAR VERBS)

## Presentation

- 3 Find regular verbs in the Past Simple in the text. Two of them are underlined.

What ending do these verbs have?

## Pronunciation

➡ Grammar Summary 4, on page 79.

- 4 Pronunciation. Listen to the *ed* endings of these three verbs.

1 worked /t/ 2 hated /ɪd/ 3 moved /ɪd/

- Listen and put the verbs below into the correct group.

started, finished, returned, lived, studied, liked,  
painted, died, helped

- Listen again and repeat the verbs.

## Practice

- 5 Complete the sentences with the Past Simple form of these verbs.

discover, help, invent, start, paint

- The Wright brothers \_\_\_\_ each other to create the first successful aeroplane.
- Leonardo da Vinci \_\_\_\_ the *Mona Lisa*.
- The French Revolution \_\_\_\_ in 1789.
- Copernicus \_\_\_\_ the solar system.
- Alexander Graham Bell \_\_\_\_ the telephone.

- 6 Use the verbs in Exercise 5 to write new sentences about history.

## Example

Louis Braille *invented* an alphabet for the blind.

- 7 Work in groups. Take turns to say your sentences. Check if the information is correct.



## PAST SIMPLE (2): AFFIRMATIVE (IRREGULAR VERBS)

8 Read the text. Which fact from Leonardo da Vinci's life surprised you most?

### Did You Know?

- Leonardo da Vinci wrote from right to left – you needed a mirror to read his handwriting.
- He was a genius – he had the ability to write one sentence with his right hand and a different sentence with his left hand.
- He invented scissors.
- He made architect's plans, but never built a building.
- He lost most of the paintings and drawings he did in Milan.
- In his notebooks, there were plans for a tank, a helicopter and a submarine.
- His scientific observations were hundreds of years ahead of their time.

9 Find the Past Simple forms of these irregular verbs in the text.

write, make, have, build, lose, do

What are the two Past Simple forms of the verb *to be*? Complete the table.

I/he/she/ it
you/we/they

⇒ Grammar Summary 4, on page 79.

### Practice

10 Read the story and put the verbs in the Past Simple.

Marie Skłodowska-Curie (1) \_\_\_\_ (be) a physicist and chemist. She (2) \_\_\_\_ (begin) her studies in Poland but in 1891 she (3) \_\_\_\_ (leave) for France. She (4) \_\_\_\_ (study) there and later (5) \_\_\_\_ (work) as a scientist at the Sorbonne in Paris. She (6) \_\_\_\_ (meet) and (7) \_\_\_\_ (marry) a French scientist, Pierre Curie. They (8) \_\_\_\_ (have) two children, Irene and Ewa. Marie and Pierre (9) \_\_\_\_ (discover) two radioactive elements, radium and polonium. Pierre (10) \_\_\_\_ (die) in 1906 in an accident in Paris. Marie (11) \_\_\_\_ (get) two Nobel Prizes, in 1903 and in 1911. She (12) \_\_\_\_ (die) in 1934.

11 Write five sentences about things you did last week. Use the Past Simple forms of these verbs.

be, buy, do, give, go, have, make, meet, read, run, see, take, write

**Example**

*I went to the museum.*

12 Work in pairs. Take turns to say verbs in the infinitive. Your partner makes a correct sentence with the verb in the Past Simple. The winner is the one who makes more correct sentences.

**Example**

A: *meet*

B: *My friends met on the train.*

13 Complete these sentences with *within*, *from* or *to*.

- The French Revolution was \_\_\_\_ 1789 \_\_\_\_ 1799.
- Apollo 11 landed on the moon \_\_\_\_ 1969.
- The Italian Renaissance lasted \_\_\_\_ about 1400 \_\_\_\_ 1600.
- The first aeroplane flight was \_\_\_\_ 1903.
- The pyramids were built by the Pharaohs \_\_\_\_ the third Millenium BCE.

### NEW VOCABULARY:

aeroplane: طائرة  
genius: عبقري  
radioactive: إشعاعي



## 10 A Great Leader

## Before you start

1 Who do you think are great leaders in your country's history? Tell the class.

## Reading

2 Read the text quickly and find the masculine form of these Key Words.

## KEY WORDS:

## Feminine words

daughter, girl, mother, queen, woman

## Example

daughter – son

3 Read the Reading Strategies.

READING STRATEGIES:  
Words you don't know

- It's not necessary to understand every word in a text.
- Is the word a noun, adjective or verb?
- Is it a positive or negative word?
- Try to guess the meaning from the sentences before and after it.
- Some words in your language sound similar to words that have the same meaning in English, e.g. potato.

Hammurabi was the sixth king of Babylon, a city-state in ancient Iraq. Born in 1795 BCE, his father died when he was a boy and, being the oldest son, he was made king, ruling from the age of three until his death in 1750 BCE. His period was a 'Golden Age' in the history of the area and many of his ideas are still important today.

Under his rule Babylon extended its power over Mesopotamia – the land between the Tigris and the Euphrates rivers – and he made his kingdom rich and strong by beating rivals who had tried to invade Babylon.

Despite his victories, Hammurabi is more famous for his 'code of laws', which was one of the first examples of written law. These laws were written on a stone slab in the language of his people – Akkadian – and give an early example of 'innocence until proven guilty'.

Although his ancient kingdom did not last, his code of laws is a basis for modern law. This makes him a great king and a great man, almost 4000 years after his reign.



## NEW VOCABULARY:

invade: اجتاح  
rival: منافى  
victory: النصر



4 Find these words in the text. Use the Reading Strategies in Exercise 3 and guess the correct meaning.

**Example**

'Golden' is an adjective. Hammurabi was a 'great leader.' Gold is usually a positive word. It is probably 'b'.

- 1 Golden Age (line 8)
  - a) very boring time b) very good time
  - c) terrible time
- 2 rivals (line 16)
  - a) enemies b) friends c) family
- 3 invade (line 16)
  - a) attack b) visit c) help
- 4 reign (line 30)
  - a) wet weather b) the period of his rule
  - c) his birth

5 What can you remember? Cover the text and correct these sentences.

- 1 Hammurabi was the *fourth* king of Babylon.
- 2 He was born in *1789 BCE*.
- 3 He was made king at the age of *eight*.
- 4 He was *unable* to make his kingdom larger.
- 5 His people spoke *modern Arabic*.
- 6 His code of laws *has been forgotten by* modern law-makers.

## Vocabulary: Same word, different meaning

6 Read the sentences. Are the underlined words verbs, nouns or adjectives? Guess the meaning.

- 1 a) It was a very exciting period.  
b) In our school, we have eight periods in a day.
- 2 a) Under his rule Babylon extended its control over Mesopotamia.  
b) Talking in class is against the rules.
- 3 a) He made his kingdom rich and strong.  
b) I like rich chocolate and strong coffee.

## Listening

7 Listen to a history lesson about Hammurabi. Complete these sentences with new information.

- 1 He was king until the year \_\_\_\_\_.
- 2 Many of Hammurabi's ideas are \_\_\_\_\_ today.
- 3 In the period of his \_\_\_\_\_, the kingdom of Babylon became rich and strong.
- 4 Babylon lies between the modern Iraqi rivers of the Tigris and the \_\_\_\_\_.

8 Listen again and complete the Function File with these words.

explain, mean, repeat, sorry, spell

### Function File

#### Classroom Questions

- 1 Can you \_\_\_\_\_ that, please?
- 2 \_\_\_\_\_, can you \_\_\_\_\_ the date, please?
- 3 What does 'extend' \_\_\_\_\_?
- 4 Can you \_\_\_\_\_ that, please?

## Speaking

9 Work in pairs. Student A: close your book and tell your partner facts from the text. Student B: check the information. Use the Function File.

**Example**

A: *Francis Drake sailed around the world.*

B: *Sorry, can you repeat his name, please?*

### QUOTE ... UNQUOTE

'History is a cyclic poem written by time upon the memories of man.'

Percy Bysshe Shelley





# Communication Workshop

## Writing: A Biography

### Before you start

Linking. Complete the text with these words.

from, in (x2), when (x2), to

Florence Nightingale was born in Italy in 1820, but as a child she lived in England.

(1) \_\_\_\_ 1849 she travelled in Europe and she started training as a nurse. She studied in Germany. (2) \_\_\_\_ the Crimean War began, she organised medical care for soldiers. (3) \_\_\_\_ 1854 (4) \_\_\_\_ 1860, she helped to start two new hospitals. Every night she visited her patients and they called her 'the Lady with the Lamp'. (5) \_\_\_\_ she returned to England, she started her own school for nurses. This new school was the first school to give professional education for nurses.

Florence Nightingale received many honours for her work. She died in London (6) \_\_\_\_ 1910.

*Florence Nightingale Receiving the Wounded at Scutari by Jerry Barrett (1856).*

Write a short biography of a famous person from history. Follow the stages.

### Stage 1

Choose a person. Look for information about him/her. Write notes.

#### Example

born in 1954, went to school in ...

### Stage 2

Use the information to write a biography like the one of Florence Nightingale.

### Stage 3

Check your biography for:

- past tenses ✓
- prepositions ✓
- linking words ✓

## Speaking: Giving and Checking Information

Tell your partner about your famous person. Follow the stages.

### Stage 1

Use your notes from the Writing Stage 1 to practise talking about the person. Do not use the biography.

### Stage 2

Work in pairs. Take turns to talk about your famous person. Write notes about your partner's person. Ask questions to check information, meaning and spelling.

#### Example

A: She was born in 1873 in Perth in Scotland.

B: How do you spell 'Perth'?

A: P-e-r-t-h.

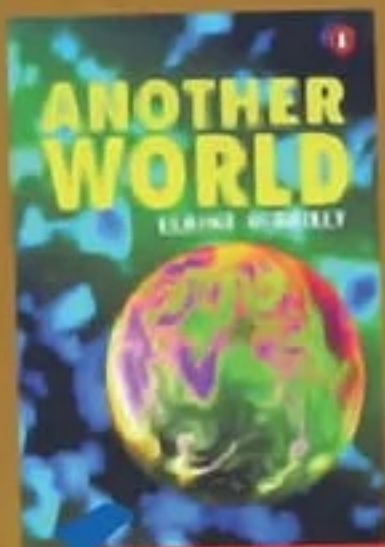
### Stage 3

Tell the class an interesting piece of information about your partner's person.

**Test 5:** Go to page 57.



A



B



# 6 Legends

*In this unit you will...*

- Talk about books and films and tell stories.
- Listen to and read stories.
- Write a story using pictures.
- Learn about Past Simple questions and negatives.

## Warm-up

1 Look at the book covers. Which book would you like to read?

2 Listen and repeat the Key Words.

### KEY WORDS: Stories

adventure story, comedy, horror story, legend, science fiction

3 Which book on this page is a legend? What kind of stories are the other books?

### NEW VOCABULARY:

fiction: قصة خيالية

legend: أسطورة

4 Listen to the descriptions of the stories. Match them with the books.

Example 1 A

5 Work in pairs. Ask and answer the questions.

1 What stories do you like?

adventure stories

comedies

science fiction

legends

2 What films do you like?

action films

comedy films

documentary films

science fiction

3 Do you play computer games with stories in them? Give an example.

4 What stories can you remember from when you were a child? (e.g. *Cinderella*)

C



D





## Before you start

- 1 Work in pairs. Look at the Key Words. Discuss the questions below.

## KEY WORDS: Cats

leopard, lion, lynx, panther, puma, Scottish wildcat

- Do you like cats? Which of the cats above do you know about?
- Which of the cats above exist in your country? Where do they live?
- Which of the cats do you think exist in Britain?



- 2 Listen and complete the dialogue.

Tara: Hi, May. Did you have a good holiday?

May: Yes, I did. But I didn't go to London.

Tara: Where did you go?

May: Scotland. We stayed on a (1) \_\_\_\_\_ near Loch Ness.

Tara: Did you see the Loch Ness monster?

May: No, we didn't. But I saw a (2) \_\_\_\_\_. It was enormous.

Tara: Don't be silly.

May: I did!

Tara: When did you see it?

May: One evening in the (3) \_\_\_\_\_.

Tara: What was it like?

May: Well, it was very big. It was like a black (4) \_\_\_\_\_.

Tara: What time was it?

May: It was (5) \_\_\_\_\_ o'clock.

Tara: Were you afraid?

May: No, I wasn't afraid. I went into the house to get my camera. When I came out of it, the cat wasn't there.

Tara: Did your (6) \_\_\_\_\_ see the cat?

May: No, they weren't in the house. And they didn't believe me. But I talked to the (7) \_\_\_\_\_. Apparently, a big cat killed a horse in the area last month.

Tara: Really?

May: And last year, there were over (8) \_\_\_\_\_ sightings of big cats in Britain.

Tara: Wow, that's amazing!



3 Complete the correct alternative, a or b.

- 1 May's family went to a) London b) Scotland.
- 2 The cat was a) a small cat b) a big cat.
- 3 May tried to a) take a photo b) escape.
- 4 a) The farmer b) Her parents believed her story.

4 Choose the correct preposition.

- 1 We stayed (on/onto) a farm.
- 2 She was (in/into) the garden.
- 3 She went (in/into) the house.
- 4 She came (out/out of) the house.
- 5 I went (to/at) Scotland (in/into) the holidays.

## PAST SIMPLE (3): QUESTIONS AND NEGATIVES

### Presentation

5 Complete the sentences from the dialogue with *didn't*, *wasn't* and *weren't*.

#### Past Simple Negatives

- I/He/She/It (1) \_\_\_\_\_ go to London.  
I/He/She/It (2) \_\_\_\_\_ afraid.  
We/You/They (3) \_\_\_\_\_ believe her.  
We/You/They (4) \_\_\_\_\_ in the house.

6 Complete these questions from the dialogue.

#### Past Simple Questions

- Yes/No questions** (1) \_\_\_\_\_ you afraid?  
(2) \_\_\_\_\_ your parents see the cat?  
**Wh- questions** (3) What time \_\_\_\_\_ it?  
(4) When \_\_\_\_\_ you see it?

7 Now complete the rules.

To make a question in the Past Simple:

- 1 We put \_\_\_\_\_ or \_\_\_\_\_ (past of the verb *to be*) before the subject.
- 2 We put \_\_\_\_\_ before the subject and use the infinitive of the main verb.
- 3 We put a question word at the beginning of the sentence.

➡ Grammar Summary 4, on page 79.

## Practice

8 Correct the wrong information in these sentences.

#### Example

1 – *She didn't have a terrible holiday. She had a good holiday.*

- 1 May had a terrible holiday.
- 2 Tara asked May whether she had seen the Yeti.
- 3 May saw the big cat in the morning.
- 4 She went into the house to get her tape recorder.
- 5 She talked to a teacher about the cat.
- 6 He told her that a big cat killed a sheep last month.

9 Match the answers on the right with the question words on the left.

- |                |                                 |
|----------------|---------------------------------|
| 1 When _____?  | a) My father.                   |
| 2 Where _____? | b) Because I was very tired.    |
| 3 Who _____?   | c) On the train.                |
| 4 What _____?  | d) At midnight.                 |
| 5 Why _____?   | e) A sandwich and a cup of tea. |

Now write full questions for the answers.

#### Example

*When did you see the big cat?*

10 Read about the three situations. Ask questions.

#### Example

1 – *Where was the girl? Who was she? Did she see a big cat behind her in the mirror?*

- 1 A girl looked in the mirror and screamed.
- 2 A man bought a newspaper, read it and ran to the police station.
- 3 A woman went shopping. She got home, opened the bags, screamed and ran away.

Now think of explanations for each situation.

11 Write sentences about things you *did* or *didn't* do yesterday.

#### Example

*I wrote a letter to my penfriend. I took my little brother to his friend's house. I didn't wash up. I didn't watch the football match on TV.*

12 Work in pairs. Find out what your partner *did* and *didn't* do last weekend. Ask Yes/No questions only.

#### Example

A: *Did you go to the library?*

B: *No, I didn't.*

A: *Did you go shopping?*

B: *Yes, I did.*



## 12 Beowulf

SKILLS FOCUS

## Before you start

- 1 Match some of the Key Words with the pictures (A-C).

## KEY WORDS: Legends

armour, castle, cave, dragon, knight, lake, monster, sword, treasure

- 2 Look at the pictures and guess the correct order of the story.

## Reading

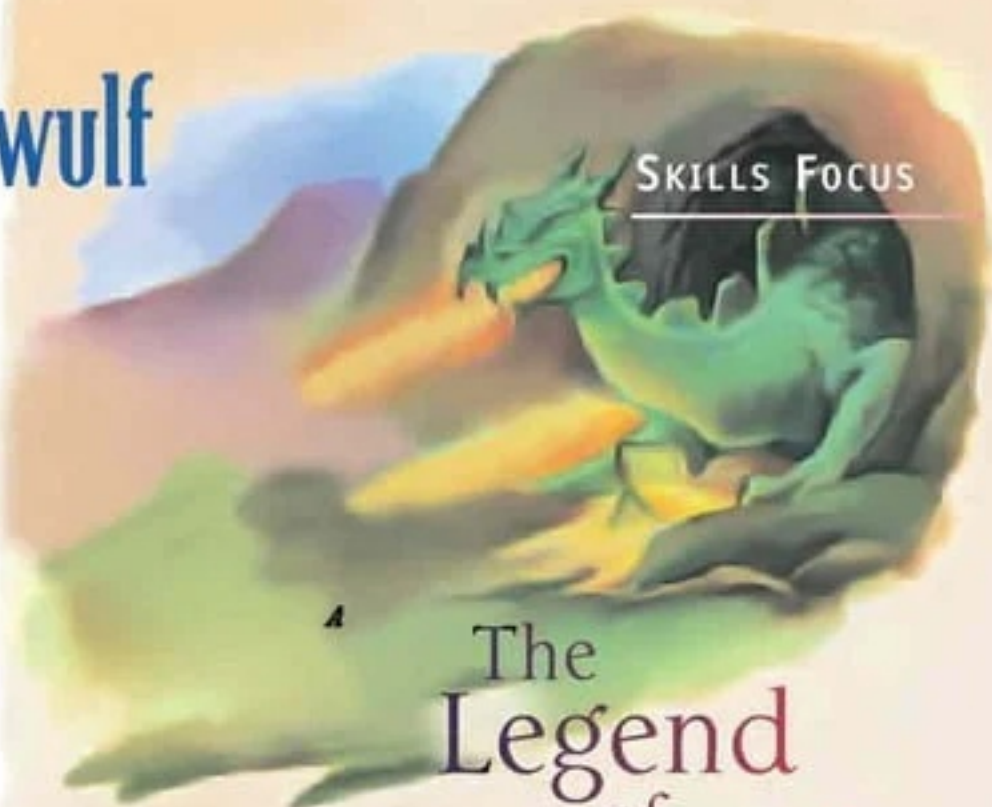
- 3 Read the story of Beowulf. Were you right about the order?

- 4 Read the story again and answer these questions.

- 1 What kind of creature was Grendel?
- 2 Why did Beowulf go to Denmark?
- 3 Where did Grendel and his mother live?
- 4 How did Beowulf kill Grendel?
- 5 How did Grendel's mother show her anger?
- 6 How did Beowulf kill Grendel's mother?
- 7 What did the King of Denmark give Beowulf?
- 8 What happened to Beowulf when he came back to his country?
- 9 Why didn't the knights fight the dragon?
- 10 Why did Beowulf put on his armour again?

# The Legend of Beowulf

- Once upon a time, there was a horrible monster called Grendel. He was half-man and half-monster. He lived in Denmark. One day he went to the king's castle. The king and his men tried to kill the monster but their swords were useless. A knight called Beowulf heard about the problem and went to Denmark to help the king. That night, Beowulf and his men took off their armour and put away their swords and went to sleep. The monster came into the castle, and Beowulf woke up and fought him – he pulled off an arm! Grendel went back to his home in a lake and died. Grendel's mother was very angry and the next night she went to the castle and killed a knight.





## Vocabulary: Multi-part Verbs

5 Find the past form of these verbs (1-8) in the text. Now match them with the correct meaning (a-h).

- |                     |   |
|---------------------|---|
| 1 take off (line 9) | a) put an object in its place             |
| 2 put away (10)     | b) stop sleeping                          |
| 3 come into (11)    | c) remove things, e.g. clothes            |
| 4 wake up (12)      | d) put things, e.g. clothes, on your body |
| 5 pull off (13)     | e) return                                 |
| 6 come back (21)    | f) enter                                  |
| 7 go back (13)      | g) remove violently                       |
| 8 put on (35)       | h) return                                 |

6 Guess how the story ends.

- Beowulf killed the dragon and took the treasure.
- Beowulf killed the dragon but he died.
- The dragon killed Beowulf and escaped.

7 Listen to the story and check your answer.

7 Listen to the story again. Complete the Function File with these words.

in the end, next, suddenly, then, when

Function File

### Telling and Listening to Stories

Woman: (1) \_\_\_\_\_ they arrived, the dragon came out of the cave.

Boy: What did they do?

Woman: They were afraid and they all ran away. Only one knight stayed with Beowulf. (2) \_\_\_\_\_ the dragon breathed fire. Beowulf hit the dragon with his sword.

Boy: Did he kill it?

Woman: No he didn't. The sword broke and (3) \_\_\_\_\_ the dragon attacked Beowulf.

Boy: Oh dear! What happened next?

Woman: Well, (4) \_\_\_\_\_ he killed the dragon with his knife.

Boy: Did he get the treasure?

Woman: No, he didn't. (5) \_\_\_\_\_, he died. His last words were: 'Look after my country.'

Boy: That's sad!

8 Work in pairs. Student A tells the first part of a story; Student B tells the end of the story.

### QUOTE ... UNQUOTE

'A room without books is like a body without a soul.'  
Lord Avelbury (1634-1715), British scientist

In the morning, Beowulf went to the lake. He killed Grendel's mother with a special sword. When he came back, the king was very happy and he gave Beowulf presents and money.



Beowulf went back to his country and became king. He was king for fifty years. But one day, a dragon came to his country, and it attacked people. It lived in a cave with treasure. The dragon was very big and breathed fire. The knights were afraid and they did not want to fight the dragon. King Beowulf was an old man but he put on his armour again and went to the dragon's cave with his men ...



# Communication Workshop



## Writing: A Story

Write the story of Ali.  
Follow the stages below.

### Stage 1

Read these notes and put the story in the correct order. Use your dictionary to help you.

- Ali's brother goes to the cave – the men come back – they frighten Ali's brother away with their swords
- Ali – poor boy – sees a group of men in the forest – they roll a huge round rock – it is the entrance to a cave
- the men go to Ali's house – but Ali's father helps him to escape
- Ali's brother sees the gold rings – Ali tells him about the treasure
- the men go away – Ali goes into the cave – finds treasure – puts gold rings in his bag – goes home

### Stage 2

Decide where to put these linking words and expressions in the notes.

one day, suddenly, then, the next day,  
when, in the end, but, and

### Stage 3

Use the notes and the linking expressions to write the story in the Past Simple tense.

#### Example

Ali was a poor boy. One day he was ...

## Speaking: Telling a Story

### Before you start

- Listen to the story of Ali.
- Read the Speaking Strategies.

### SPEAKING STRATEGIES: Hesitation

- When you are telling a story, don't worry when you pause or stop.
- Use hesitation words to give you time to think (e.g. So ... / Well ... / And then ...).

Listen to the story again. How many times does the speaker hesitate?

Invent a new Ali story and tell the class.  
Follow the stages.

### Stage 1

Use these questions to think of ideas.

- When did this happen?  
(e.g. last century/last year/in the summer)
- Where was Ali?  
(e.g. in a castle/at home/in a cave)
- What time was it?  
(e.g. at midnight/in the evening)
- What did he see or hear?  
(e.g. a strange animal/a strange man)
- How did he feel? (e.g. afraid/excited)
- What did he do?  
(e.g. run away/ask the... questions)
- Who did he tell about it?  
(e.g. his friends/his parents)
- Did they believe him?

### Stage 2

Practise telling your story. You can change the names if you want to.

### Stage 3

Work in groups. Tell your stories. Use the hesitation words when you need time to think. When you listen to the stories, ask questions.

### Stage 4

Choose the best story in your group. Tell the class about it.



Now read the story *Silas Marner*,  
Literature Spot 3, pages 74–75.

Test 6: Go to page 58.



# Review

## Grammar

1 Complete the text with the verbs in the correct tense.

Last summer, I (1) \_\_\_\_ (go) to Alexandria in Egypt on holiday with my brother. We (2) \_\_\_\_ (stay) there for two weeks. I (3) \_\_\_\_ (not like) the hotel, but the beach (4) \_\_\_\_ (be) fantastic. I (5) \_\_\_\_ (do) different things – swimming, windsurfing, and diving. We (6) \_\_\_\_ (meet) lots of young people. At night, we (7) \_\_\_\_ (eat) at restaurants in the town. On the last day we (8) \_\_\_\_ (go) to Luxor and (9) \_\_\_\_ (visit) the old town. I (10) \_\_\_\_ (take) lots of photos!

2 Write questions for these answers about the holiday.

- 1 To Egypt. Where \_\_\_\_?
- 2 Yes, I did. It was fantastic. Did \_\_\_\_?
- 3 Swimming, windsurfing and diving. What \_\_\_\_?
- 4 In restaurants. Where \_\_\_\_?
- 5 Yes, we did, lots of young people. Did \_\_\_\_?
- 6 On the last day. When \_\_\_\_?
- 7 The old town. What \_\_\_\_?

## Vocabulary

3 Read the sentences below. Find the underlined words in your dictionary. What kind of words are they – verbs, nouns or adjectives?

Example

- 1a) *patient* – noun  
b) *patient* – adjective

- 1 a) The doctor visited the patient.  
b) He is very calm and patient.
- 2 a) We stayed in an old house.  
b) She cares for the old.
- 3 a) We have a break at 11 o'clock.  
b) Don't break the window!
- 4 a) I like Shakespeare's plays.  
b) He plays tennis on Saturdays.

Do you understand the difference in meaning between the pairs of words? Write your own sentences with each word.

4 Complete the description with these words.

back, up (x2), for, to (x2), out, on

I wake (1) \_\_\_\_ at 7.15 a.m. and get (2) \_\_\_\_ at 7.30. I have a shower and put (3) \_\_\_\_ my clothes. I go (4) \_\_\_\_ school by bus. I wait (5) \_\_\_\_ the bus opposite my house. I usually come (6) \_\_\_\_ home at 4 o'clock. At the weekends, I sometimes go (7) \_\_\_\_ with my friends. I usually go (8) \_\_\_\_ bed at 10 o'clock.

5 Complete the sentences using the correct form of the word in brackets. Check your answers in your dictionary.

- 1 My dad is a \_\_\_\_\_. (science)
- 2 A \_\_\_\_\_ animal attacked them. (horror)
- 3 The castle is a lovely \_\_\_\_\_. (build)
- 4 Copernicus's \_\_\_\_\_ of the solar system was very important. (discover)
- 5 I want to study \_\_\_\_\_ at university. (engineer)

## Pronunciation

6 Listen to the three sounds.

1 year /I'/ 2 where /e'/ 3 go /'U/

Listen to the words and sentences. Write down the sounds in the words you hear.

Example 1 *there*

7 Listen to the /r/ sound in these words.

read, afraid

Listen to the words below. In which do you pronounce the /r/ sound and in which is it silent?

heard, hear, parents, person, near, sword, four, bedroom, broke, breathe, disappear, strange, car, story

Listen again and repeat the words.



# Language Problem-Solving 3

## QUESTIONS

1 Complete the questions with question words *What, Which, Who, When, Where, Why, How, What time, Whose*.

- |  |                             |
|--|-----------------------------|
| 1 ___ did you get here? By bus?        | 6 ___ is your best friend?  |
| 2 ___ does the match begin?            | 7 ___ did you say that?     |
| 3 ___ did you start to learn English?  | 8 ___ story did you prefer? |
| 4 ___ did you get at the shops?        | 9 ___ is this bag?          |
| 5 ___ did you go on holiday last year? |                             |

2 Match the answers (a-d) with the questions (1-4).

- |  |                                      |
|--|--------------------------------------|
| A 1 <i>Who defeated Grendel?</i>             | a) He killed Grendel's mother there. |
| 2 <i>What happened in 1616?</i>              | b) He wrote plays.                   |
| B 3 <i>Who did Beowulf kill by the lake?</i> | c) Beowulf did.                      |
| 4 <i>What did Shakespeare write?</i>         | d) Shakespeare died.                 |

Which questions (A or B) ask about the subject and which ask about the object of the sentence?

Complete the rule with *subject* or *object*.

Questions with *did* ask about the \_\_\_\_\_.

Language Problem-Solving 3, page 80.

3 Work in pairs. Ask and answer these questions.

- Who likes photography in your class?
- Who do you usually work with in class?
- Who plays sport in your class?
- What makes people laugh?
- What woke you up this morning?

4 Look at the pictures and answer the questions.

- Who writes to Maha?
- Who does Maha write to?
- Who writes to May?
- Who does May write to?
- Who does Selma write to?
- Who writes to Reem?
- Who does Reem write to?



## A Poem

1 Listen to the poem and complete the gaps.

Time machine,  
Let's go back in time.

First stop was Ancient (1) \_\_\_\_\_.  
Times of war and times of peace,  
Mathematicians and (2) \_\_\_\_\_.  
Socrates and Herodotus.

Next stop a long way from home,  
I was in the streets of Ancient  
(3) \_\_\_\_\_.  
The Colosseum in all its glory  
The circus games were another  
(4) \_\_\_\_\_.

I saw times of darkness and times of light,  
Politicians from the left and (5) \_\_\_\_\_.  
World War I and World War II,  
An iron curtain between me and  
(6) \_\_\_\_\_.

I saw a man walking up in (7) \_\_\_\_\_.  
The Berlin Wall sink without a trace.  
A world of robots and (8) \_\_\_\_\_.  
What's the future for you and me?

2 Imagine you have got a 'time machine'. Where do you want to go? Tell the class.

Example

*I want to go to Ancient Babylon.*





## TEST 5 Use of English

**A** Underline the verbs that have a regular past tense: (8 points)

be explore see live die stay  
wait paint read write make follow  
say tell take finish buy invent

**B** Read this letter from a penfriend. Write the missing words, using the verbs in brackets: (12 points)

Dear Rana,  
My name is Luca. I'm twelve years old and I come from Spain. I'll tell you a little bit about my family. My grandparents (0) met (meet) in 1948. My grandmother (1) ..... (live) in a small village near Madrid. One day she (2) ..... (see) a nice man on the train to Madrid and she (3) ..... (like) him very much. It (4) ..... (be) my grandfather! They (5) ..... (start) to talk about the weather. The next day, they (6) ..... (go) to the cinema together. They (7) ..... (marry) in the spring of 1949. They (8) ..... (have) four children, and the oldest was my mother. My grandmother did not work so they (9) ..... (be) quite poor, but very happy. In 1985, they (10) ..... (move) to Barcelona and my grandfather (11) ..... (build) a house there. He (12) ..... (die) in 1998 and my grandmother lives with us now. Please write and tell me about your family. Luca

**C** Complete these sentences. Use the word in brackets: (6 points)

- 0 I like this picture, but I don't know who the artist (art) is.
- 1 My father is a ..... (mathematics). He works at the University of Baghdad.
- 2 My grandfather worked as a ..... (science) in Cairo.
- 3 My mother was the only female ..... (engineering) in her class.
- 4 His brother is going to study ..... (architect).
- 5 In the late 1400s, there were a lot of Spanish and Portuguese ..... (explore).
- 6 Many famous ..... (paint) were poor in their own lifetime.

**D** Complete these sentences. You can see the first letter of each missing word: (6 points)

- 0 The French R evolution started in 1789.
- 1 Iraq became i ..... in 1958.
- 2 The 1400s were a time of e ..... in Europe.
- 3 One of the most important e ..... in France was the French Revolution.
- 4 The first printing machine was a German i ..... of 1440.
- 5 Spain tried to invade England in the sixteenth C ..... a sea route to India.
- 6 Marco Polo d ..... a land route to China in the 1200s.

**E** Use the information in Unit 5 to complete the questions: (8 points)

- 0 'When ..... did Hammurabi become King of Babylon?'  
'1792 BCE'
- 1 'Who ..... the Mona Lisa?'  
'Leonardo da Vinci'
- 2 'When ..... die?'  
'In 1519'
- 3 'What ..... build?'  
'The pyramids'
- 4 'Who ..... two Nobel Prizes?'  
'Marie Skłodowska-Curie'
- 5 'What ..... invent?'  
'One of the first aeroplanes'
- 6 'Who ..... in Italy in 1820?'  
'Florence Nightingale'
- 7 'Who ..... The first "code of laws"?'  
'Hammurabi'
- 8 'Who ..... in 1750 BCE?'  
'Hammurabi'

Total 

40
----

### NEW VOCABULARY:

land route: خط بري



## TEST 6 Use of English

### A Complete these sentences with verbs in the Past Simple: (10 points)

- 0 I ..... (see) him yesterday.
- 1 She ..... (do) all her homework at the weekend.
- 2 He ..... (hurt) his leg while playing football.
- 3 I ..... (write) to my penfriend last week.
- 4 Ilisham ..... (live) in the UAC when he was younger.
- 5 I ..... (tell) her that I would never see a scary movie again!
- 6 Layla ..... (take) French language classes last year.
- 7 I ..... (stay) with my penfriend in England last summer.
- 8 I ..... (buy) a lovely shirt at the weekend.
- 9 My mum ..... (bake) a delicious cake.
- 10 Alexander Graham Bell ..... (invent) the telephone.

### B Re-arrange the words/phrases to make questions: (8 points)

- 0 Nasser/to school/yesterday/go/did  
*Did Nasser go to school yesterday?*
- 1 your grandparents/a telephone/have/did  
.....
- 2 the pyramids/did/to build/a long time/take/it  
.....
- 3 last year/travel/did/his brother  
.....
- 4 both/a job/did/have/your grandparents  
.....
- 5 you/last night/watch television/did  
.....
- 6 come/by bus/to school/she/did  
.....
- 7 you/did/your holiday/enjoy  
.....
- 8 did/have/or a daughter/a son/your neighbours  
.....

### C Match the questions (0-6) with the answers (a-g): (6 points)

- 0 Why didn't your grandfather go to school? *f*
- 1 Why is Hameed eating so much? .....
- 2 Why can't your father read? .....
- 3 Why did Hussein miss the football match? ....
- 4 Why don't you buy that CD? .....
- 5 Why don't we play baseball? .....
- 6 Why are you so tired today? .....

- a) He didn't go to school.
- b) I didn't bring the ball.
- c) I didn't sleep very much.
- d) I didn't bring my purse.
- e) He didn't feel well.
- f) His parents didn't have enough money.
- g) He didn't have breakfast this morning.

### D Are the following sentences true (T) or false (F)? (6 points)

- 0 We usually lock the door before coming into the house. *F*
- 1 We usually wake up in the evening. ....
- 2 We usually take off our clothes before sleeping. ....
- 3 We usually put on our clothes in the morning. ....
- 4 We usually go back home after school. ....
- 5 We usually put away our books at the beginning of a lesson. ....
- 6 We usually eat breakfast in the evening. ....

Total 

30
----

#### NEW VOCABULARY:

scary: مخيف





# 7 Fitness


*In this unit you will ..*

- Read a newspaper article and a report.
- Talk about food, exercise and healthy living.
- Listen to a dialogue, a radio programme and a street survey.
- Write a report with some advice.
- Learn about countable and uncountable nouns with *some, any* and *a lot of*.

2  Listen and repeat the Key Words.

## KEY WORDS: Food and Drink

bread, cabbage, carrots, cereal, cheese, fish, meat, orange juice, oranges, pasta, potatoes, sugar, tomatoes

3  Listen to Simon. List five things he ate yesterday. Do you think his diet is healthy?

4 Copy the table. How many words can you add in five minutes?

meat	chicken
fruit	lemon
vegetables	onions
drinks	orange juice

## Warm-up

1 Look at the list.

- |                                |                         |
|--------------------------------|-------------------------|
| a) eating fruit and vegetables | f) running every day    |
| b) sleeping                    | g) not having breakfast |
| c) smoking cigarettes          | h) watching television  |
| d) going to the gym            | i) running a marathon   |
| e) laughing a lot              | j) learning new things  |

Work in pairs. Decide which of the activities are good or bad for you.

5 Work in pairs. Ask your partner what he/she had for breakfast, lunch and dinner yesterday.

## NEW VOCABULARY:

fitness: لياقة  
healthy: صحي



## Before you start

1 How many items of food and drink can you name in the photograph? Use your dictionary to help you.

In the photo you can see the Mant family with the food they usually eat in one year. A hundred years ago, food for the average British family was very different. There was not any pasta, fruit juice or yoghurt. Poor people ate very badly – a lot of families only had bread and tea.



2 Read the caption to the photo. Think about your country. What food did people not have a hundred years ago?

3 Listen to a British husband and wife writing a shopping list. Complete the dialogue with these words.

potatoes, money, milk, meat, fruit, crisps

Laura: OK. What do we need? Is there any water?

Tim: Yes, there is some water and we've got a lot of lemonade, too. But there isn't any coffee. And there isn't any (1) \_\_\_\_\_ or fruit juice.

Laura: OK. And have we got any (2) \_\_\_\_\_ or fish?

Tim: We've got some lamb and some tuna.

Laura: Have we got any (3) \_\_\_\_\_?

Tim: Yes, we have. And we've got a lot of chocolate and biscuits, too.

Laura: Good. Is there any (4) \_\_\_\_\_?

Tim: We've got some apples but we haven't got any oranges.

Laura: Are there any vegetables?

Tim: There aren't any (5) \_\_\_\_\_. But there are some carrots. By the way, Laura, have you got any (6) \_\_\_\_\_? I didn't go to the bank yesterday.

Laura: Yes, don't worry, I've got some money!

4 What unhealthy food and drink do Tim and Laura usually buy?

### COUNTABLES AND UNCOUNTABLES: some, any, a lot of

#### Presentation

5 Which things in the table can you count?

Countable nouns	Uncountable nouns
apples	chocolate
potatoes	coffee
crisps	meat

Add more nouns from the dialogue to each column.

6 Match the sentences to form correct rules.

- |                     |  |
|---------------------|--|
| 1 Countable nouns   | a) are always singular.                            |
|                     | b) can be singular or plural.                      |
|                     | c) never take <i>a</i> or <i>an</i> .              |
| 2 Uncountable nouns | d) never go with numbers ( <i>one, two, ...</i> ). |
|                     | e) never go with plural verbs.                     |
|                     | f) can go with singular or plural verbs.           |



7 Complete the sentences from the text with some or any.

Affirmative	Negative	Question
We've got ____ apples.	We haven't got ____ oranges.	Have we got ____ crisps?
There is ____ milk.	There isn't ____ coffee.	Is there ____ fruit?
There are ____ carrots.	There aren't ____ potatoes.	Are there ____ vegetables?

Now complete the rules with some and any.

- We use \_\_\_\_ in affirmative sentences.
- We use \_\_\_\_ in questions and negative sentences.

8 Read these sentences.

*We've got a lot of apples. We've got a lot of lemonade.*

Translate *a lot of* into your language. In English do we use *a lot of* with countable or uncountable nouns or both?

➡ Grammar Summary 5, on page 79.

## Practice

9 Read this shopping list and put some or a/an in front of each noun.

bread	biscuits	shampoo
butter	melon	toilet paper
potatoes	sweets	toothbrush
cabbage	oranges	pencil

10 Complete the gaps in the dialogue with some or any.

**Woman:** We get back at 11 o'clock. There's some food for you in the fridge. There's (1) \_\_\_\_ cheese and (2) \_\_\_\_ cold meat. There isn't (3) \_\_\_\_ bread, I'm afraid. What would you like to drink?

**Babysitter:** Just (4) \_\_\_\_ milk.

**Woman:** There's (5) \_\_\_\_ milk in the fridge as well.

**Babysitter:** Well, I usually eat (6) \_\_\_\_ hot meal in the evening. Do you have (7) \_\_\_\_ burgers?

**Woman:** I'm afraid not, but there's (8) \_\_\_\_ fish left from lunch, and (9) \_\_\_\_ soup.

**Babysitter:** Are there (10) \_\_\_\_ crisps? I like eating crisps when I watch TV!

**Woman:** Now look. You're here to look after the baby. This isn't (11) \_\_\_\_ restaurant or (12) \_\_\_\_ cinema, you know!

11 Check you understand the Key Words.

### KEY WORDS: Containers

a packet of (biscuits/crisps/cereal/sweets)  
a bottle of (milk/lemonade/oil)  
a tin of (tuna/beans)  
a carton of (yoghurt/fruit juice)  
a bar of (chocolate)  
a can of (lemonade)

What containers can you see on page 60?

12 The table shows what Mrs Smith has got at home. Write a sentence about each thing. Use some, any or a lot of.

**Example**

*She's got some apples.*

tomatoes	2	milk	4 bottles
cheese	_____	bread	_____
apples	4	meat	_____
potatoes	5	tea	1 packet
bananas	_____	lemonade	4 cans
coffee	_____		

What do you think Mrs Smith needs to buy?

**Example**

*I think she needs some cheese and ...*

13 Work in pairs. Ask and answer questions about what there is in your bags.

**Example**

*Are there any books in your bag?*

*Yes, there are.*

*Have you got a dictionary ...*

14 Complete the sentences with in and on.

**Example**

*There's some lemonade in the fridge and a packet of crisps on the table.*

- There is a bottle of water \_\_\_\_ the fridge.
- There are some sandwiches \_\_\_\_ the table.
- There is some fruit \_\_\_\_ the bowl.
- There are some glasses \_\_\_\_ the shelf.



## Before you start

1 Work in pairs. Read the factfile about smoking. Do you think the statements are true (T) or false (F)?

## FACTFILE: SMOKING IN THE UK

- The 20-24 age group smokes more than any other.
- A quarter of Britain's 15-year-olds are regular smokers.
- In 1994, children between the ages of 11 and 15 smoked over a billion cigarettes.
- Every year, 120,000 smokers in the UK die from their habit - about 330 people every day.
- More people in Britain die from smoking than from road accidents and murder.

Check your answers at the bottom of the page.

2 Which of the Key Words are positive and which are negative?

## Example

optimistic = positive

## KEY WORDS: Adjectives

bad, clever, cool, glamorous, good, optimistic, nasty, nice, right, stupid, useful

## Reading

3 Read the newspaper article quickly. Match these headings with the numbers in the text.

No Money, A Good Example, Daily Meetings, Chew Gum!

(Answers to Exercise 1. All the statements are true.)

## Help us give up smoking, say teenagers

By Paul Stokes

A school in Durham has a new lesson - how to stop smoking. Teenagers asked for the lunchtime lessons in place of smoking in the toilets. Teachers at Longfield Secondary School joined them to make the school a smoke-free area.

1 The school has got a strict no-smoking policy, but some teachers and cleaners smoke. Karen Robinson, the school nurse, helps with the lessons. So far, only eleven pupils say they have a problem with tobacco. However, she is optimistic. Teachers and students meet every day for about twenty minutes. 'The pupils and teachers want to give up the nasty habit,' says Karen. 'They help each other in these meetings.'

2 Liam Brady, 15, started smoking when he was twelve. 'I thought it was cool to smoke. Now I know it's stupid. I smoked a packet of cigarettes a day and never had money to go out or buy books.'

3 Jane Lomas, 16, agrees. 'I thought it was a glamorous thing to do, but it's not. It's bad for you - and your breath and clothes don't smell very nice! I really want to stop. When I want a cigarette, I chew some special chewing gum. That's really useful for me.'

4 Clive Bates, director of an anti-smoking group, said: 'The teenagers are right to get help. They can see it's not a clever thing to do. I hope more schools follow their example.'

## NEW VOCABULARY:

give up: يستسلم policy: نظام  
nasty: كريه







## Listening

6 Read the Listening Strategies.

### LISTENING STRATEGIES: Listening for gist

- The first time you listen, try to get the general idea. What is it about?
- Don't worry if you don't understand a lot of words. Use words you know to help you understand.

Now listen to the radio programme. Put these things in the order the man talks about them.

- a) don't smoke ☐ b) eat a balanced diet ☐  
 c) have a good breakfast ☐  
 d) eat lots of fruit and vegetables ☐ e) do exercise ☐

7 Listen to the sentences from the radio programme and complete the Function File.

Function File

### Giving Advice

- 1 Don't \_\_\_\_ at your desk in school all day.
- 2 \_\_\_\_ around at break time.
- 3 Don't \_\_\_\_ hours doing homework.
- 4 \_\_\_\_ breaks and go for walks.
- 5 Don't \_\_\_\_ the bus - \_\_\_\_ or cycle.
- 6 Don't \_\_\_\_ lifts - use the stairs.
- 7 \_\_\_\_ a balanced diet.
- 8 \_\_\_\_ fruit like apples and oranges in salads.
- 9 Don't \_\_\_\_

4 Read the text again and answer these questions.

- 1 Where did the pupils smoke at school?
- 2 Who organises the lunchtime classes?
- 3 Why does Liam want to give up smoking?
- 4 Why did Jane start smoking?
- 5 What does Jane do when she wants a cigarette?

## Vocabulary: Opinion

5 Use the Key Words to complete the slogans for an anti-smoking campaign.

- 1 Smoking is a very \_\_\_\_ habit.
- 2 Smoking isn't \_\_\_\_ or \_\_\_\_!
- 3 Smoking is very \_\_\_\_ for you.
- 4 Chewing gum is \_\_\_\_ to help you stop smoking.
- 5 Smokers are \_\_\_\_ to give up.

## Speaking

8 Write five sentences with advice for you, your friends and your family.

### Example

*Don't eat lots of chocolate! (me!!) Don't smoke!!! (my dad)  
 Eat more fruit. (my sister)*

Work in pairs. Tell your partner your advice.

9 Work in pairs. Take turns to give your partner advice. Turn to page 66.

### QUOTE ... UNQUOTE

*'Eat moderately, walk on the straight path, and you needn't worry.'*

Punjabi proverb

### NEW VOCABULARY:


anti-smoking campaign: حملة ضد التدخين  
 balanced: متوازن



# Communication Workshop

## Speaking: A Survey

### Before you start

 Listen to a survey and complete the questionnaire with the boy's answers.

### HEALTH SURVEY

1 Do you eat a lot of sweets?

- a) Yes, a lot.  
b) I eat some every week.  
c) No, I don't eat any.

2 Do you buy sugar-free chewing gum?

- a) Yes, always. b) Sometimes.  
c) Never.

3 Do you do any regular exercise?

- a) Yes, a lot.  
b) I do some exercise.  
c) No, I don't do any exercise.



Do a class survey. Follow the stages below.

### Stage 1

Write five questions for a health survey. Here are some ideas:

breakfast/drinks/sweet things/fruit and vegetables/exercise/smoking

### Example

Do you eat any cereal for breakfast?

- a) every day b) sometimes c) never

### Stage 2

Ask other students in the class your questions. Write down the results.

### Example

- a) 10 students b) 4 students c) 3 students

### Stage 3

Tell the class one result of your survey.

## Writing: A Report

### Before you start

Linking. Look at the use of *but* and *however* in the sentences:

- I eat a lot of bananas *but* I don't eat a lot of oranges.
- I eat a lot of bananas. *However*, I don't eat a lot of oranges.

Read the report. Complete the gaps in the report *without* or *however*.

### Health Report

Date: 21.03.05

Age of pupils: 15

I interviewed twenty pupils in our school about how they look after their teeth. Here are the results:

95% of pupils chew gum regularly. (1) \_\_\_\_\_, only 25% buy sugar-free chewing gum.

90% of the pupils clean their teeth twice a day (2) \_\_\_\_\_ only 40% go to the dentist regularly.

About 75% of pupils drink a lot of milk. (3) \_\_\_\_\_, 100% of the pupils drink three or more cans of lemonade a week (4) \_\_\_\_\_ only 10% buy sugar-free drinks.

My advice to the class is:

- Buy sugar-free chewing gum.
- Go to the dentist every six months.
- Drink less lemonade.



Write a report of your survey. Follow the stages below.

### Stage 1

Calculate the results of your survey in percentages.

### Stage 2

Write the results in sentences. Join some information *without* or *however*.

### Stage 3

Add some advice to the class.

### Stage 4

In groups, read your reports. Are there any surprising results?



Test 7: Go to page 65.



## TEST 7 Use of English

**A** Complete the sentences with some, any or a/an: (17 points)

- 0 I got ..... new computer for my birthday.
- 1 There is ..... excellent restaurant next to my school.
- 2 I need ..... paper and ..... pencil.
- 3 We haven't got ..... vegetables for lunch.
- 4 Is there ..... food in the fridge?
- 5 There aren't ..... books in my room.
- 6 I need ..... cheese to make this recipe.
- 7 There isn't ..... milk left.
- 8 There are ..... interesting paintings in the city museum.
- 9 There are ..... nice clothes in this magazine.
- 10 Have you got ..... money with you?
- 11 Did you bring ..... water to drink?
- 12 I want to buy ..... apples and ..... pineapple.
- 13 We are going on ..... outing.
- 14 Do you have ..... green jackets?
- 15 You should do ..... exercise.
- 16 Can I have ..... ice-cream, please?
- 17 I have to go home now. I have ..... homework to do.

**B** Put these foods in the correct list: (20 points)

- |              |               |
|--------------|---------------|
| 0 chicken    | 11 okra       |
| 1 figs       | 12 carrots    |
| 2 lemonade   | 13 mutton     |
| 3 bananas    | 14 apples     |
| 4 grapes     | 15 peaches    |
| 5 potatoes   | 16 courgettes |
| 6 onions     | 17 melons     |
| 7 lemons     | 18 tea        |
| 8 aubergines | 19 cabbages   |
| 9 beef       | 20 oranges    |
| 10 coffee    |               |

meat	fruit	vegetables	drinks
chicken			

**C** Match the food and drink with a word in the middle. Some things might have more than one correct answer: (15 points)

- |               |        |              |
|---------------|--------|--------------|
| 0 Coke        | packet | 8 pasta      |
| 1 milk        | tin    | 9 oil        |
| 2 bread       | bar    | 10 butter    |
| 3 chocolate   | loaf   | 11 chickpeas |
| 4 cheese      | carton | 12 vinegar   |
| 5 biscuits    | bottle | 13 sauce     |
| 6 fruit juice | can    | 14 tuna      |
| 7 tomatoes    |        | 15 rice      |

**D** Write sentences giving advice: (8 points)

- 0 sugar X
- 00 fresh air ✓
- 1 smoking X
- 2 sports ✓
- 3 walking ✓
- 4 fruit and vegetables ✓
- 5 lifts X
- 6 worrying X
- 7 sleep ✓
- 8 Coke X

- 0 *Don't eat a lot of sugar.*
- 00 *Get a lot of fresh air.*
- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....

Total 

60
----

### NEW VOCABULARY:

okra: المماية



# PAIRWORK TASKS

## LESSON E, EXERCISE 5

Read out these instructions to the others in the group.

**Open** your bag.

**Take out** your dictionary.

**Take out** a pencil/a pen/a rubber/a ruler.

**Open** your book on page nine.

**Open** your dictionary on page fifteen.

**Write** a sentence about your family/your bedroom/your classroom/a friend.

**Don't sit down.**

**Say** your favourite film.

**Don't look at** me/the teacher.

**Look at** the desk/the blackboard.

## STUDENT A

### LESSON 6, EXERCISE 9

#### Student A

Read the notes for the weather in London and answer your partner's questions.

winter cold/rainy/sometimes snow

spring changeable/cloudy/rainy/sometimes sunny

summer sometimes hot and sunny/20°-23°

autumn cloudy/rainy/windy

Now find out about the weather in Cape Town. Use questions from the Function File in Lesson 6.

### LESSON 8, EXERCISE 9

#### Student A

- You are in London. You want to go to Manchester. Your partner is a travel agent. Find out about bus, train and plane times and prices. Then decide how and when you want to travel.
- Now change roles. You are the travel agent. Look at this information and answer your partner's questions.

To Newcastle	Times	Prices
Bus	8.00, 12.00, 16.00	£15.50 (single), £28 (return)
Train	6.30, 10.45, 14.45, 18.30	£45 (single), £75 (return)
Plane	8.30, 14.30	£82 (single), £164 (return)

### LESSON 14, EXERCISE 9

#### Student A

You start. Tell your partner these things. Listen to his/her advice.

- I eat three fried eggs for breakfast every day.
- On Saturdays, I watch sport on TV all afternoon.
- I drink two or three cans of lemonade every day.

Now listen to what your partner says. Give him/her advice.

## STUDENT B

### LESSON 14, EXERCISE 9

- Now change roles. You are in London. You want to go to Newcastle. Your partner is a travel agent. Find out about bus, train and plane times and prices. Then decide how and when you want to travel.

To Manchester	Times	Prices
Bus	7.30, 11.45, 16.30	£13 (single), £24 (return)
Train	6.45, 9.45, 14.45, 18.45	£40 (single), £72 (return)
Plane	8.30, 14.30	£75 (single), £150 (return)

- You are a travel agent. Your partner is a customer. Look at this information and answer your partner's questions.

### LESSON 8, EXERCISE 9

#### Student B

Find out about the weather in London. Use questions from the Function File in Lesson 6.

Now read the notes for the weather in Cape Town and answer your partner's questions.

winter 10°-18°/rainy  
spring changeable/sometimes rainy  
summer hot and sunny/20°-25°  
autumn warm/some rain

### LESSON 6, EXERCISE 9

#### Student B

Find out about the weather in London. Use questions from the Function File in Lesson 6.

Now read the notes for the weather in Cape Town and answer your partner's questions.

winter 10°-18°/rainy  
spring changeable/sometimes rainy  
summer hot and sunny/20°-25°  
autumn warm/some rain



# Extra Time!

## 1 Country Quiz

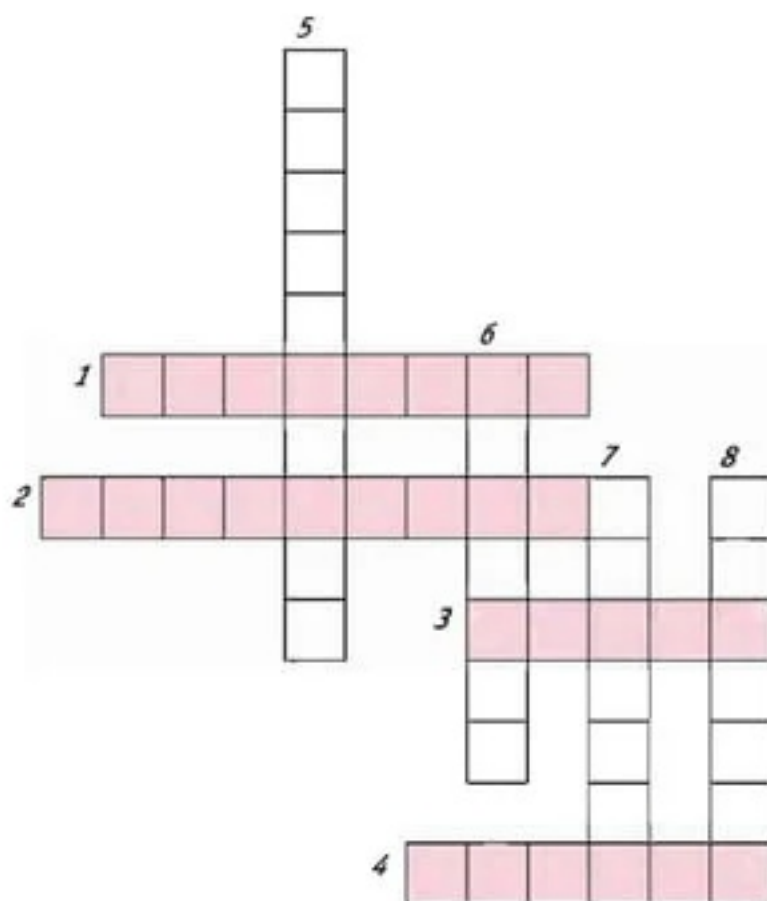
Write down the names of the countries.

**Example**

1 Australia

## 2 Nationality Quiz

Complete the sentences with the appropriate nationality, then write the different nationalities in the crossword puzzle.



### Across

- 1 Ahmed lives in Beirut. He's \_\_\_\_\_.
- 2 Qasim's dream is to travel to the \_\_\_\_\_ rainforest.
- 3 Hammurabi was an \_\_\_\_\_ king in Babylon.
- 4 The Eiffel Tower is located in a \_\_\_\_\_ city.

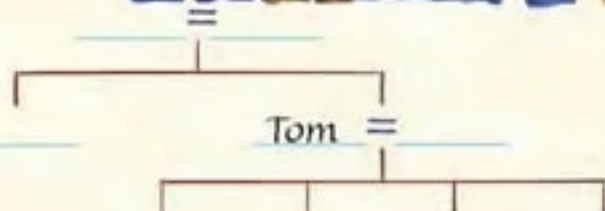
### Down

- 5 My \_\_\_\_\_ friend doesn't speak much Arabic.  
He has lived in Sydney for eight years.
- 6 Bull fighting is a famous \_\_\_\_\_ sport.
- 7 Pasta is an \_\_\_\_\_ meal.
- 8 Our English teacher is \_\_\_\_\_.



### 3 Family Puzzle

Read the puzzle.  
Complete the  
family tree.



#### PUZZLE

- 1 My name is Susan. My father is Tom.
- 2 My name is Judy. My daughters are Lucy and Susan.
- 3 My name is Sam. My mother is Judy.
- 4 My name is Lucy. My brothers are Sam and Nick.
- 5 My name is Tom. My parents are John and Mary.
- 6 My name is Mary. My children are Sally and Tom.
- 7 My name is John. My grandsons are Sam and Nick.

### 4 Job Search

Look at the pictures and find seven jobs.

#### Example

1 a scientist



2



3



4



5



6



7

### 5 Questionnaire

Complete the questionnaire.

How often do you ...

- wash your hair?
- clean your teeth?
- go to the cinema?
- play sport?
- go swimming?
- listen to music?



Now interview another student.

### 6 Word Snake

Find activities in the word snake.

listen to music collect money  
insult the internet take photos swim

#### Example

listen to music

Write your own word  
snake with English  
words.



## 7 Odd One Out

Circle the 'odd one out'.

### Example

1 Basra is not a country.

- 1 Canada, Basra, Iraq, Jordan
- 2 actor, doctor, engineer, school
- 3 class, geography, history, science
- 4 mother, sister, son, wife

Write an 'odd one out' for your friend.

## 8 Hidden Words

Find things in the classroom.

### Example 1 desk

- |         |              |
|---------|--------------|
| 1 keds  | 5 estaset    |
| 2 dobar | 6 eshfl      |
| 3 voide | 7 crityondia |
| 4 kobo  | 8 podcubar   |

## 9 Spot the Places!

Find places in the street. Then write sentences.

### Example

Go to the Odeon Cinema. It's got interesting films. Don't go to the Clifton Cinema. Their films are terrible!



## 10 Find the Objects

Find and list twelve hidden objects in the picture.

### Example two sandwiches







# Literature Spot 1

## The Hound of the Baskervilles

### Background

Arthur Conan Doyle was born on May 22nd 1859 in Scotland. He started writing stories while he was working as a doctor. The most famous of his characters, the detective Sherlock Holmes, appeared in a story called *A Study in Scarlet* in 1887. The character was so popular that when Doyle tried to 'kill' him in a story called *The Final Problem*, his readers were very upset. So Doyle brought Holmes back to life. The detective eventually appeared in fifty-six short stories and two novels.

Doyle's close friend, Dr Mohammed Ebrahim Sufi, suggested that Sherlock Holmes should have a personal assistant. Doyle liked the idea and he invented the character of Dr Watson.

Apart from his detective stories, Doyle wrote science fiction and historical novels, as well as plays, poetry and non-fiction. He died in 1930.

*The Hound of the Baskervilles* is mainly set in the west of England, on a high moorland area called Dartmoor. Very few people live there, but there is a famous old prison. From time to time, prisoners escape onto the moor, and this adds to its reputation as a rather frightening place.

### Before reading

*The Hound of the Baskervilles* is a detective story. It takes place in England at the end of the nineteenth century.

1 Work in pairs. Write down any differences you can think of between detective work then and detective work now. One has been written for you as an example:

19th century

Now

Sent telegrams

Use mobile phones

.....

.....

### Reading and listening

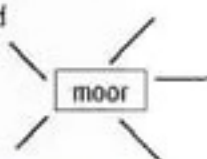
2 Read and listen to the story. Put these sentences in the correct order:

- Sir Charles Baskerville's body was found.
- Stapleton tried to murder Sir Henry.
- Sherlock Holmes shot a fierce dog.
- Sir Henry arrived in England.
- Sir Charles's grandfather was killed.
- Dr Watson went to Dartmoor with Sir Henry.
- A prisoner wearing Sir Henry's clothes was killed by a dog.

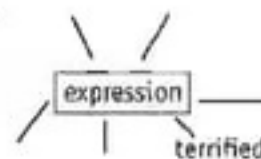
### Vocabulary

3 Add any adjectives you know to these word groups. You might find some in the story.

isolated



fierce



terrified

### Discussion

- What kinds of people make good detectives? (Why?)
- Why do you think a lot of people enjoy detective stories?





One day, a man came to Sherlock Holmes's house to ask for his help. He told Holmes his story. One of his friends, Sir Charles Baskerville, had recently died very mysteriously. His body had been found in the grounds of Baskerville Hall on Dartmoor, a bare, isolated region in the west of England. Strange marks had been found in the ground near Sir Charles's body, and the face of the dead man bore a terrified expression. Local people said he had been killed by the same huge beast that had killed his grandfather many years earlier. The creature was known as the Hound of the Baskervilles. People did not walk on the moor at night because they were so afraid of it. Now Sir Charles's heir, Sir Henry Baskerville, had arrived from Canada to live in Baskerville Hall, but he had received a mysterious note telling him not to go there.

Holmes listened to the story very seriously. Two of the Baskerville family had already been murdered, and Holmes believed that Sir Henry's life was probably in danger too. So he told his assistant, Dr Watson, to accompany Sir Henry to Dartmoor and protect him.

While Dr Watson was staying with Sir Henry, a prisoner escaped from the nearby gaol. The man was not dangerous, but he was planning to escape from England and go abroad. While he was hiding from prison guards on the moor, he was also attacked and killed by the hound. When his body was found, it was discovered that he was wearing clothes belonging to Sir Henry, which the prisoner had obtained from Baskerville Hall.



Meanwhile, Sherlock Holmes had been investigating some of the people living in that area, and he discovered that some of them had secrets. One neighbour of Sir Henry called himself Stapleton, but actually he was one of the Baskerville family. Holmes deduced that he was the owner of a very large, savage dog, which he had used to frighten Sir Charles, his cousin, to death. He thought he would then inherit Baskerville Hall. When he learned that there was another cousin in Canada, he made plans to kill Sir Henry too. By mistake he killed the escaped prisoner.



A few days later, Stapleton set his dog on Sir Henry. But Holmes and Watson had guessed this was his plan and they ran out and shot the dog. Stapleton tried to escape across the moor in the dark, but fell into a bog and died.





# Literature Spot 2

## *Journey to the Centre of the Earth*

### Background

Jules Gabriel Verne was born on February 8th 1828 in Nantes, France. As a boy he was so fascinated by adventure that once he hid on a ship that was sailing to Asia. His father found out and waited for the young Jules at the first port. Later, he went on to study law, but while he was a student he wrote theatre pieces, as well as imaginative adventure stories.

Once again his father disapproved, and he stopped giving his son money. Jules then had to support himself by selling his books. He met other writers like Victor Hugo and Alexander Dumas, who gave him advice.

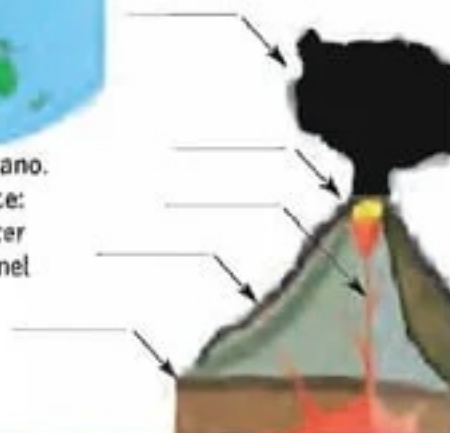
Verne's published stories were very successful, and his books have been translated into 148 languages. They include *Around the World in Eighty Days*, *From the Earth to the Moon* and *20,000 Leagues Under the Sea*.

### Before Reading

- 1 Look at the map of the world.  
Which number shows a) Germany? b) Iceland? c) Italy?



- 2 Look at the diagram of a volcano.  
Put these words in the correct place:  
a) smoke d) crater  
b) lava e) tunnel  
c) earth's surface



Is this volcano active or extinct?  
How do you know?

### Reading

- 3 Read the story. Choose a word from the box to complete the sentences below:

water	explosion	mammoths	monsters	man	darkness
Iceland	Italy	volcano	scientist	Germany	book

- Professor Lidenbrock found a paper inside an old \_\_\_\_\_.
- A sixteenth century \_\_\_\_\_ had written some instructions.
- Professor Lidenbrock and Axel went to find a \_\_\_\_\_ in Iceland.
- The explorers nearly died from lack of \_\_\_\_\_.
- They saw fish and \_\_\_\_\_ in an underground sea.
- They also saw a \_\_\_\_\_ who was very tall.
- After a big \_\_\_\_\_ they were carried up to the earth.
- The explorers ended their journey in \_\_\_\_\_.

### Discussion

- 4 Discuss these questions:

Do you think there could be underground seas with living animals?  
(Why?/Why not?)

Which part(s) of the world or universe would you like to explore?  
(Why?)





Professor Lidenbrock was a famous geologist from Hamburg in Germany. In 1863, while he was looking at an old book, he found a piece of paper with a message. It had been written by a famous Icelandic scientist in the sixteenth century, and it gave instructions for going to the Earth's centre!

Professor Lidenbrock was very excited. He immediately told his nephew, Axel, to get ready for a long journey, starting at a volcano in Iceland. The volcano had not been active since 1229. Axel knew the journey would be dangerous, but his uncle was determined to make the trip.

Only a few days later, Axel and the professor were in Iceland. They were given a guide called Hans, who was a big, strong, quiet man. The



three explorers found the opening of the old volcano's crater and, using ropes and axes, began to climb down inside it. They descended a long way, and then walked for days through tunnels in complete darkness. They had almost run out of water,

and Axel feared they would die in these underground passages, but Professor Lidenbrock was very enthusiastic.

Eventually, they found a strange underground sea. Hans made a simple boat and they sailed on it for several days. During this time, they saw a lot of strange fish and some huge sea monsters.

Creatures like these had not lived on the Earth's surface for millions of years!

On a small island, they saw mammoths – ancestors of today's elephants. And finally they saw a man, a giant more than three metres tall. Even Professor Lidenbrock forgot his usual curiosity and started to run to the boat.

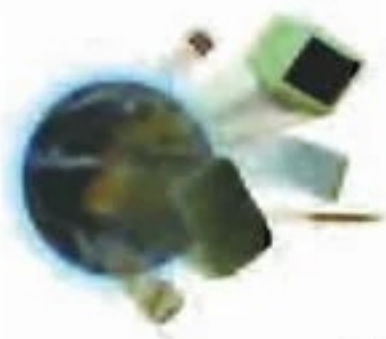
The three explorers used some gunpowder to make a hole in a rock wall, but the explosion caused a volcanic eruption. Their

tiny boat was lifted higher and higher up, through a tunnel, by a huge tidal wave. Just when they were sure they were about to die, they were thrown out of the top. When they had recovered and looked around, they saw that they were back on the



Earth's surface. But they didn't know which country they were in. The professor asked a small boy in several different languages. When he asked in Italian, the boy replied 'Stromboli'. They had entered the Earth through an extinct volcano in Iceland, and returned through an active volcano in Italy!





# Literature Spot 3

## Silas Marner

### Background

'George' is a boy's name, but 'George Eliot' was born in 1819 as Mary Ann Evans, a girl. Mary Ann was very clever. She was also very close to her older brother.

At that time in England, few girls were educated, but Mary Ann was sent to a school in a nearby town. She was a very good student, particularly in music and languages.

By 1837, Mary Ann's mother had died, so she returned home to act as a housekeeper to her father. This probably gave her the idea for the character of Eppie in *Silas Marner*.

As soon as Mary Ann started to write, her books were successful. She used the name 'George Eliot' to disguise her identity as a woman because she knew that people would respect her work more if they thought she were a man.

Her books became classics. They included *Felix Holt*, *Middlemarch* and *Daniel Deronda*. Eliot described in detail the life and characters of early nineteenth century England. She had a strong sense of good and bad, and often her characters make important decisions on moral grounds.

### Before Reading

- 1 Read about George Eliot.
- 2 Work in pairs. Find the meaning of these words which will appear in the story:

fiancée  
suspicious  
weaver

### Reading and Listening

- 3 Read and listen to the story.

Match the people on the left with the sentences on the right. Draw lines. Two have been done for you as an example:

William Dane	a) stole some money
Silas Marner	b) died in an accident
Godfrey Cass	c) kept a secret for a long time
Dunstan Cass	d) had a daughter
Molly	e) made a lonely man happy
Eppie	f) became rich by working hard
	g) told a lie

### Writing

- 4 Read the story again.  
Work in pairs. Find the place where the little girl wanders into Silas's cottage.  
Write a different ending for the story.

### Discussion

- 5 Do you think George Eliot had any 'lessons' for her readers? If so, which of these might be one of them?

a) Most people are selfish.  
b) People cannot even trust their friends.  
c) People usually get what they deserve.  
d) The approval of society is very important.



By the time he was in his forties, Silas Marner had had a lot of bad luck. First of all, when he was a young man he had been wrongly accused of stealing money. His best friend, William Dane, had committed the crime and blamed Silas. He did this because he wanted to marry Silas's fiancée himself. No one believed Silas when he said he hadn't stolen the money, so he packed his bags and left the town.

Silas travelled by cart to a village called Raveloe. He rented a cottage just outside the village and started work as a weaver. For years he worked very hard making cloth, and he was paid by his customers in gold coins. He saved most of his money, and hid it under the floor. He had no friends and he seldom went out. People were suspicious of him, and a little bit afraid.



The most important family in Raveloe were Squire Cass and his two sons, Godfrey and Dunstan. The two young men were not very good sons. They wasted their father's money, and Godfrey had deceived his father by marrying secretly. Godfrey's wife was called Molly and they had one child, but no one except Dunstan knew that.

Dunstan was afraid his father would find out about his debts. One night, he entered the weaver's cottage and stole his gold coins. After that, he disappeared from Raveloe and was never seen again. Meanwhile, Silas returned home and discovered the loss of his gold. Now he had nothing. He was alone and completely miserable. He thought nothing worse could happen to him.



Then, one winter's evening, Godfrey's wife Molly went past the weaver's cottage with her daughter. She was feeling very ill, and she lay down in the snow and died. The little girl was very cold and hungry, and she wandered into Silas's cottage.

From the moment that the little girl came through Silas's door, his life changed. He had lost all his gold, but now he had something much more precious. He called the girl Eppie, and he brought her up as his own daughter. Godfrey Cass never told anyone that he was Eppie's real father, but he sometimes gave Silas money to buy things for her.



One day, when Eppie was eighteen, the body of

Dunstan Cass was found at the bottom of a stone quarry. He had slipped and fallen there on the night that he had robbed Silas Marner. The gold coins were found by his side. From then on Silas was quite a wealthy man. Eventually Eppie married a farm labourer, but she did not leave the weaver alone. She and her husband lived happily in Silas's cottage, and looked after the old man as well as he had cared for her.





## Literature Spot 4

# The Thirty-Nine Steps

### Background

John Buchan was born on August 26th 1875 in Scotland. While he was a student at Oxford University, he won a prize for his poetry. He started a career in law but soon changed to politics and then journalism. He also wrote very successful novels, including *Prester John*, *Greenmantle* and *The Thirty-Nine Steps*.

Like many people of his time, the experiences of the First World War had convinced Buchan of the horrors of fighting, and he worked very hard with the President of America and the Prime Minister of Britain to try to prevent the Second World War. The danger of war is one of the topics of *The Thirty-Nine Steps*.

In 1935, Buchan became the Governor-General of Canada, where he lived until his death in 1940. *The Thirty-Nine Steps* became very well known when it was made into a film by the famous director Alfred Hitchcock.

### Before Reading

1 *The Thirty-Nine Steps* is the type of book that we often call a 'thriller'.

Find out what 'thrill' means.

Work in pairs. Tell each other about any other 'thrillers' you have read or watched.

### Reading

2 Read the story.

Are these sentences true (T) or false (F)? Or is there no information (NI)? Write the correct letter(s) after each one:

- a) Franklin Scudder asked Hannay for help.
- b) Scudder was a gang member.
- c) Richard Hannay killed Scudder.
- d) Hannay went by car to Scotland.
- e) The information in Scudder's notebook was coded.
- f) The police arrested Hannay when he returned to London.
- g) There were thirty-nine steps at a place next to the sea.
- h) The gang escaped to mainland Europe.

### Writing

3 This is a name from the story. It is written in code. What does it say?

C-V-M-M-J-W-B-O-U

Make your own secret code, and write the name of a person in your class.

Ask your partner to guess the name you have written.

4 Here are some words that often appear in thrillers.

plot      murder      arrest      gang      secret

Work in pairs. Write a short newspaper report. Include all of the words above.



Richard Hannay lived in London. One day, a neighbour asked Hannay if he could hide in his apartment. He introduced himself as Franklin Scudder, a journalist, and said that his life was in danger. While working in southern Europe, he had learned about a plot to cause a war. Now the plot leaders were following him. He told Hannay details about the plot and described the appearance of the leading gang members. Hannay allowed Scudder to stay, but when he returned from work on the fourth day he found Scudder dead on the floor. He had been stabbed.



Hannay wanted to inform the government about the plot to cause a war in Europe. But he realised that the gang who killed Scudder would now be looking for him too. He thought that the police would think that he had killed Scudder, and would try to arrest him. He took

Scudder's notebook and left his apartment during the night. He didn't tell anybody his plan, and he travelled to a remote area of Scotland.

The gang members soon followed Hannay and tried to catch him. He knew they were very dangerous, but luckily he was able to recognise them from Scudder's descriptions. He kept hiding in different parts of the countryside, but the gang even used a plane to search for him. Hannay was afraid to tell the police in case they did not believe him and arrested him.

While he was hiding, Hannay read the notes in Scudder's book. They were in code, but after a lot of hard work he managed to understand some of them. A date – June 15th – and a place were mentioned several times. There was no place name, but according to the notes it was next to the sea, and it had thirty-nine steps.



Hannay secretly travelled back to London and went to see a senior politician called Sir Walter Bullivant. Sir Walter believed Hannay's story and he sent special police to help him find the

thirty-nine steps. They used clues from Scudder's notes, and finally found the place on the south coast of England.

They lay in wait, and on June 15th – just as Scudder's notes had predicted – the gang members tried to escape with government secrets. A boat was waiting at the bottom of the steps to take them back to mainland Europe. But they were immediately arrested.

Thanks to Hannay's bravery, a wicked plan to start a war had failed!





# GRAMMAR SUMMARY

## 1 PRESENT SIMPLE (lessons 1 and 3)

### Use

We use the Present Simple to talk about:

- things that we do regularly:  
*I play tennis every weekend.*  
*He works in a restaurant.*
- facts or things that are true in general:  
*I like music.*  
*We live next to Zenna and Muna.*  
*Insects have six legs.*

### Form

**Statements:** We add -s or -es to verbs with he/she/it: *He/She sings. It sleeps on the bed.* For verbs that end in -y, change -y to -ies: *I carry; he carries*.

**Questions and negatives:** We use the auxiliary do to form negatives and questions: *does* for the third person singular and *do* for other persons.

I		
You	like	milk.
We	don't like	
They		
He	likes	milk.
She	doesn't like	
It		

Do	I you we they	like	milk?	Yes, I/you/we/they do. No, I/you/we/they don't.
Does	he she it	like	milk?	Yes, he/she/it does. No, he/she/it doesn't.

**Time adverbials:** With the Present Simple we use: *always, usually, often, sometimes, never.*

*I always play tennis on Saturday afternoon.*

*He is never late.*

*He isn't often late.*

*Is he often late?*

*We usually go out with friends on Fridays.*

*We sometimes go to the cinema on Saturdays.*

In a sentence we put them after the subject and before the verb, but after the verb *be*.

## 2 there is/there are (lesson 5)

### Use

We use *there is/are* to say that something is present in a particular place:

*There is an old castle in my town.*

*There isn't a museum in the village.*

*There are twelve students in my class.*

*There aren't any computers in my school.*

### Form

<i>There is (There's)</i>	<i>an old mosque.</i>	
<i>There are</i>	<i>people in the street.</i>	
<i>There isn't</i>	<i>a museum!</i>	
<i>There aren't</i>	<i>a lot of flowers in the park.</i>	
<i>Is there</i>	<i>a cinema near here?</i>	Yes, <i>there is.</i>
	<i>a supermarket in town?</i>	No, <i>there isn't.</i>
<i>Are there</i>	<i>many people here?</i>	Yes, <i>there are.</i>
	<i>three children in your family?</i>	No, <i>there aren't.</i>

## 3 POSSESSIVE FORMS (lesson 7)

### Possessive adjectives and pronouns

### Use

We use possessive adjectives in front of nouns:

*Our son, Mike, loves football.*

*My sister travels a lot for her work.*

We use possessive pronouns without a noun:

*The glasses are ours.*

*These match tickets are mine.*

Personal pronoun	Possessive adjective	Possessive pronoun
I	my	mine
you	your	yours
he	his	his
she	her	hers
it	its	its
we	our	ours
you	your	yours
they	their	theirs



**'s genitive**

We use 's after a noun to say that something belongs to that person: *Ben's book* = the book belongs to Ben.

We add 's to all singular nouns and plural nouns that don't end in -s (e.g. *men*):

*Mike's T-shirt*

*Chris's collection*

*the children's ball*

after the -s we add an **apostrophe** for plural nouns that end in -s (e.g. *the boys*):

*my parents' tickets*

*her brothers' bedroom*

**4 PAST SIMPLE (lessons 9 and 11)****Use**

We use the Past Simple to talk about finished actions and past situations:

*Last year I worked on a farm during the holidays.*

*I saw the Loch Ness monster when I was in Scotland.*

*He died in France in 1519.*

*It was hot yesterday.*

**Form**

Regular verbs:

In the Past Simple, we add -ed to the infinitive. For verbs that end in -y, change -y to -ied: *I carried*.

In questions and negative sentences we use *did* or *didn't* + the infinitive without to: *I didn't see her*.

*Did you go to school yesterday?*

Irregular verbs:

<i>I/You/He/She/It/We/They</i>			<i>lived in Egypt. saw the pyramids.</i>
<i>I/You/He/She/It/We/They</i>		<i>(didn't) did not</i>	<i>live in Egypt. see the pyramids.</i>
<i>Did</i>	<i>I/You/He/She/ It/We/They</i>	<i>live in Egypt? see the pyramids?</i>	<i>Yes, I/you/he/she it/we/they did. No, I/he/she/it/ we/they didn't.</i>

**to be**

<i>I/He/She/It</i>	<i>was was not wasn't</i>	<i>afraid. tired. afraid.</i>
<i>You/We/They</i>	<i>were not weren't</i>	<i>tired.</i>
<i>Was</i>	<i>I/he/she/it</i>	<i>afraid?</i>
<i>Were</i>	<i>you/we/they</i>	<i>tired?</i>

**5 COUNTABLE AND UNCOUNTABLE NOUNS (lesson 13)**

English nouns can be countable (*a man, a table*) and uncountable (*milk, money*).

Countable nouns:

- can be singular or plural: (*flower – flowers*)
- can have numbers in front of them: *I have got two hats. There are six men in the team.*

Uncountable nouns:

- have no plural form and always appear with a singular verb: *Money isn't everything.*
- cannot have numbers: *I've got some/a lot of time.*
- cannot have a in front of them: *I bought bread and milk.*
- have words such as: *some, any, a little, a lot of* in front of them: *There is a little water in the fridge. I need some paper.*

**some/any**

We use *some* and *any* in front of plural and uncountable nouns.

We usually use *some* in affirmative sentences and *any* in questions and negative sentences.

*We've got some apples.*

*Did you buy any meat?*

*There isn't any fruit juice.*

**a lot of**

We use *a lot of* with plural and uncountable nouns.

*We've got a lot of friends.*

*They earn a lot of money.*



### LANGUAGE PROBLEM-SOLVING 1 (page 24) Articles and Plurals

We use *a/an* in front of singular countable nouns. We use *an* in front of nouns that start with a vowel:

*a book*                      *an architect*

*a window*                *an exam*

We use *a/an* when it doesn't matter which person or thing we are talking about:

*Our television didn't work so we called an electrician.* (one of many, it doesn't matter which)

*We need a car.* (I'm not thinking about a specific car)

We use *the* when we talk about a specific person or thing and the other person knows who/what we are talking about:

*I can't open the door.* (the door to our house)

*The baby is hungry.* (our baby)

Compare the sentences:

*Please open a window, it's hot in here.* (there are several windows in the room)

*Please open the window, it's hot in here.* (there is only one window in the room)

We don't use articles in the following situations.

With some common places:

*I go to bed early. I never get bored at home. I leave school late.*

We don't use *a/an* with plurals (when it doesn't matter which person or thing we are talking about).

*I like taking photos. Cakes are lovely. I love presents.*

#### Plurals

Most words have plurals with *-s*:

*books/cars/oranges/apples/windows/rooms*

Words ending in *-s/-ch/-sh/-x* and *-z* have plurals with *-es*.

*classes/boxes/buses/quizzes/glasses*

Words ending in consonant + *-y* have plurals with *-ies*.

*parties/countries/hobbies/dictionaries/stories*

Very common irregular plurals include:

*people/children/men/women*

### LANGUAGE PROBLEM-SOLVING 2 (page 40) Genitives: apostrophe + *s* or *of (the)*

We use apostrophe + *s* when something belongs to one person:

*Peter's car*

We use *s* + apostrophe when something belongs to more than one person:

*my friends' address*

We use *of (the)* when something 'belongs' to a place or thing:

*The name of the/our hotel is The Hilton.*

*The parks of Dubai are beautiful.*

### LANGUAGE PROBLEM-SOLVING 3 (page 56) Questions

In English, there are Yes/No questions and *Wh-* questions.

Yes/No questions usually start with an auxiliary verb (*do, be, have*) or a modal (e.g. *can*).

*Do you like popcorn?*

*Have you seen the latest film?*

*Can I have a lemonade, please?*

*Are you Syrian?*

*Wh-* questions start with *Who, What, Which, When, Where, Why, What time, How, How many*, etc.

*Where do you come from?*

*How tall is he?*

*What do you usually have for breakfast?*

Questions about the subject start with *Who* or *What* but they look like statements:

*Who bought this cake?*

*What happened to you?*

Compare questions about the subject with questions about the object:

*Who likes Salim?* (we ask about the subject of the verb *like*)

*John likes Salim.*

*Who does Salim like?* (we ask about the object of the verb *like*)

*Salim likes Hanan and Malak.*



# Wordlist

All definitions have been taken from the *Longman Basic English Dictionary*.

**ad-dress** /ə'dres/ *noun* (plural **addresses**) p.40

the name of the place where you live:  
*Please write your name and address.*

**air-port** /'eəpɔ:t/ *noun* p.36

a place that planes arrive at and leave from  
and where you can get on and off them.

**a-maz-ing** /ə'meɪzɪŋ/ *adjective* p.50

very surprising and exciting: *What amazing news!*

**ar-chae-o-l-o-gy** /ɑ:kri'ɒlədʒi/ *noun* (no plural) p.40

the study of very old things made by  
people who lived a long time ago.

**ar-chi-tec-ture** /ɑ:kitektʃə/ *noun* (no plural) p.44

1 the shape and style of buildings: *modern architecture.*

2 the job of planning and drawing  
buildings: *He studies architecture.*

**ar-mour** /ɑ:mə/ *noun* (no plural) p.52

a covering of metal worn as protection by  
soldiers in the past.

**bak-er-y** /beɪkəri/ *noun* (plural **bakeries**) p.28

a building where bread and cakes are  
baked for selling.

**beau-ti-ful** /'bjʊ:tɪfəl/ *adjective* p.39

1 very attractive and nice to look at: *a beautiful woman/a beautiful view.*

2 very pleasant or nice: *What a beautiful day!/beautiful music.*

NOTE: The adjectives **beautiful** and **pretty** can be used to describe women, children and things, but you should never use them to describe a man. If you want to say a man looks very nice, you can describe him as **handsome**.

**bi-ol-o-gy** /baɪ'ɒlədʒi/ *noun* (no plural) p.44

the scientific study of living things.

**bor-ing** /'bɔ:ɪŋ/ *adjective* p.47

not interesting in any way: *a boring film/ This book's so boring, I don't think I'll ever get to the end of it.*

NOTE: Do not confuse the adjectives **boring** and **bored**. If something is boring, it is not interesting, e.g. *a boring lesson*. **Bored** is used to describe the way you feel when something is boring: *The children were bored with the game and did not want to play any more.*



**breathe** /bri:ð/ verb (present participle **breathing**, past **breathed**) p.55  
to take air into your body and let it out through your nose and mouth: *Is he still breathing?*

**bril·liant** /brɪljənt/ adjective p.13  
1 very clever: *What a brilliant idea!/He is a brilliant scientist.*

2 brilliant light or colour is very bright and strong: *Mary had brilliant green eyes.*

3 used to say that you like or enjoy something very much: *"Did you like the film?" "It was brilliant."*

**cal·cu·la·tor** /ˈkælkjuleɪtə/ noun p.8  
a small machine that you use to add numbers, divide numbers, etc.

**ca·nal** /kəˈnæl/ noun p.28  
a long narrow channel that was built for ships to travel along.

**cas·tle** /kɑ:sl/ noun p.28  
a large strong building built in the past so that no one could attack the people inside.

**cen·tu·ry** /ˈsentʃəri/ noun (plural **centuries**) p.43  
a period of 100 years: *This house was built two centuries ago.*

**ce·re·al** /ˈsɪəriəl/ noun p.59  
1 a crop such as wheat or rice.  
2 breakfast food that is made from grain and usually eaten with milk.

**chess** /tʃes/ noun (no plural) p.10  
a game that you play by moving different

shaped pieces on a board of black and white squares.

**col·lec·tion** /kəˈlekʃən/ noun p.35  
a group of similar things that have been brought together: *He had a large collection of old coins.*

**com·e·dy** /kəmədi/ noun (plural **comedies**) p.49  
a funny play, film, book, etc.: *The film is a comedy and it's very funny.*

**crisp** /krɪsp/ noun p.60  
*British* a very thin piece of cooked potato that you buy in a packet and eat cold (*American chip*): *I bought a packet of crisps.*

**dan·ge·rous** /ˈdeɪndʒərəs/ adjective p.71  
likely to harm people: *He is a dangerous driver./It's dangerous to walk alone at night around here.*

**den·tist** /ˈdentɪst/ noun p.71  
a person whose job is to treat people's teeth: *I need to go to the dentist.*

**di·et** /daɪət/ noun p.63  
the kind of food that you eat: *She has a healthy diet.*

**dis·ap·pear** /ˌdɪsəˈpiə/ verb p.55  
to go away or to suddenly not be seen: *The boy disappeared round the corner.*  
⇒ opposite **APPEAR**.

**dis·cov·e·ry** /ˌdɪsˈkʌvəri/ noun (plural **discoveries**) p.43  
something discovered: *Scientists have made an important new discovery.*



**doc-u-men-tary** /ˈdɒkjʊmentəri/ *noun*  
(plural **documentaries**) p.49  
a film giving information and facts about something.

**dra-gon** /ˈdræɡən/ *noun* p.52  
an animal in stories that has fire coming out of its mouth.

**ed-u-ca-tion** /edjʊkeɪʃn/ *noun* (no plural) p.68  
teaching and learning: *The government believes in the importance of education.*

**en-cy-clo-pae-di-a** /ɪnˌsaɪkləˈpiːdiə/ *noun* p.8  
a book that gives you knowledge about a lot of different things.

**e-quip-ment** /ɪˈkwɪpmənt/ *noun* (no plural) p.66  
the things that are used for a particular activity: *We need to buy some camping equipment before our holiday./She was looking at an expensive piece of electrical equipment.*

**e-vent** /ɪˈvent/ *noun* p.43  
something that happens, often something important or unusual: *What events do you remember from the last five years?*

**ex-per-i-ment** /ɪkˈsperɪmənt/ *noun* p.30  
a careful test done to see if something is true: *He did a scientific experiment for the class.*

**ex-plain** /ɪkˈspleɪn/ *verb* p.47  
to make something easy to understand, or to give the reason for something: *Can you explain what this word means?/I explained to him that I'd missed the bus.*

**ex-plo-ra-tion** /ɪkˈsplɔːreɪʃn/ *noun* p.43  
a journey to a place to learn about it: *He liked to read about the exploration of space.*

**fame** /feɪm/ *noun* (no plural) p.31  
when someone is known and admired by a lot of people.

**fan** /fæn/ *noun* p.68  
someone who likes a particular person or thing very much: *I'm a fan of his music./He was a football fan.*

**flip-per** /ˈflɪpə/ *noun* p.66  
a wide flat plastic shoe that you wear to help you swim fast under water.

**gar-age** /ˈɡærɑːʒ/ *noun* p.12  
a building where you keep your car.

**ge-ni-us** /ˈdʒiːniəs/ *noun* (plural **geniuses**) p.45  
someone who is extremely clever or good at something: *She's a musical genius.*

**glo-ry** /ˈɡlɔːri/ *noun* (no plural) p.56  
fame and respect that is given to someone who has done something very good.

**gov-ern-ment** /ˈɡʌvənmənt/ *noun* p.48  
the people who control what happens in a country.

**gym** /dʒɪm/ *noun* p.18  
a room or club where you can exercise using special equipment.



**health** /helθ/ *noun* (no plural) p.64  
how well your body is: *His health is not good.*

**help-ful** /'helpfəl/ *adjective* p.17  
doing something to help someone else: *She's so kind and helpful.*

**hob-by** /'hɒbi/ *noun* (plural **hobbies**) p.11  
an activity that you enjoy doing in your free time: *He works in a bank, but his hobby is building model boats.*

**hon-est** /'ɒnɪst/ *adjective* p.17  
not lying, stealing or cheating: *You have an honest face.* ⇨ opposite DISHONEST.

**in-vade** /ɪn'veɪd/ *verb* (present participle **invading**, past **invaded**) p.46  
to attack and enter a country or place with an army: *The army invaded the city.*

**in-ven-tion** /ɪn'venʃən/ *noun* p.43  
1 something completely new that has just been thought of and made: *She loves inventions such as the fax machine and e-mail.*

2 (no plural) when something new is invented: *The invention of the computer has changed the way business is done.*

**knight** /naɪt/ *noun* p.52  
a soldier of the Middle Ages trained to fight on a horse.

**la-zy** /leɪzi/ *adjective* (**lazier**, **laziest**) p.12  
not wanting to work: *Eva's the laziest girl in the class.*

**le-gend** /'ledʒənd/ *noun* p.49  
a story about people who lived in the past, that may not be true.

**leop-ard** /'lepəd/ *noun* p.50  
a large wild cat in Africa and Asia that has yellow fur with black spots.

**lit-er-a-ture** /'lɪərəʃər/ *noun* (no plural) p.36  
good books and writing, including plays and poems: *She's studying French Literature at University. / We're doing Shakespeare in our English Literature course.*

**mon-u-ment** /mɒnjumənt/ *noun* p.40  
something that is built to help people remember an important person or event.

**nas-ty** /nɑːsti/ *adjective* (**nastier**, **nastiest**) p.62  
not pleasant to see, taste, smell, etc.: *This medicine has a nasty taste.*

**news-a-gent's** /njuːzeɪdʒənts/ *noun* p.27  
a shop selling newspapers, magazines and sweets.

**op-po-site** /'ɒpəzɪt/ *noun* p.27  
a person or thing that is as different as possible from another. For example, 'high' is the opposite of 'low'.

**op-ti-mist-ic** /'ɒptɪmɪstɪk/ *adjective* p.62  
believing that good things will happen in the future: *I'm optimistic that we'll win the game.* ⇨ opposite PESSIMISTIC.

**pass-port** /pɑːspɔːt/ *noun* p.36  
a small book that has your photograph and facts about you and which you must have if you are going to another country.



**pho-tog-ra-phy** /fə'tɒɡrəfi/ *noun* (no plural) p.14  
the art or business of taking pictures using a camera: *The programme had wonderful photography of wild animals.*

**phys-i-cist** /fɪzɪsɪst/ *noun* p.45  
a person who studies or works in physics.

**pol-i-ti-cian** /pə'lɪtɪʃn/ *noun* p.56  
someone who works in the government.

**pol-lu-tion** /pə'lu:ʃn/ *noun* (no plural) p.30  
a substance that makes the air, water or soil dirty or dangerous: *The air in big cities is full of pollution.*

**prac-ti-cal** /præktɪkl/ *adjective* p.21  
good at doing things with your hands: *He is very practical - he can mend almost anything.*

**quiz** /kwɪz/ *noun* (plural **quizzes**) p.24  
a game or competition in which people try to answer questions correctly.

**re-laxed** /rɪ'læksɪ/ *adjective* p.20  
calm and not worried or angry: *After a long bath I began to feel more relaxed.*  
⇨ opposite TENSE.

**rev-o-lu-tion** /revə'lu:ʃn/ *noun* p.43  
a great change, especially in the government of a country: *The army officers led a revolution against the king.*

**ro-bot** /rəʊbɒt/ *noun* p.56  
a machine that is controlled by a computer and can do work instead of a person, for example making cars in a car factory.

**sci-ence fic-tion** /saɪəns 'fɪkʃən/ *noun* p.49  
books and films about imaginary things in science such as space travel.

**sci-en-tist** /saɪəntɪst/ *noun* p.53  
a person who studies or practises science.

**scream** /skri:n/ *verb* p.51  
to give a loud high cry, usually because of fear or excitement: *She screamed with fear. "Look out!" he screamed.*

**sham-poo** /ʃæm'pu:/ *noun* p.61  
a special liquid for washing your hair.

**so-lar sys-tem** /səʊlə ,sɪstəm/ *noun* p.43  
the sun and all the planets that go around it.

**sou-ve-nir** /su:və'nɪə/ *noun* p.34  
something that you buy or keep to help you remember a place or an event: *We brought back some holiday souvenirs.*

**strange** /streɪndʒ/ *adjective* p.54  
not ordinary or not known: *I heard a strange noise from the next room. / I had a strange dream last night. / I was in a strange city trying to find a hotel.*

**sub-mar-ine** /sʌbmə'ri:n/ *noun* p.45  
a ship that can travel under the water.

**sword** /sɔ:d/ *noun* p.52

a sharp pointed weapon like a long knife  
that you hold in your hand and fight with.

**tape re-cord-er** /teɪp rɪˈkɔ:də/ *noun*  
p.51

a machine that records and plays music  
and other sounds.

**thea-tre** /θɪətə/ *noun* p.36

a building in which people can go and see  
plays being performed: *We went to the  
theatre to see 'Macbeth'.*

**ti-dy** /taɪdɪ/ *adjective* p.23

in good order, with things neatly arranged:  
*She kept her room very tidy.*  
⇒ opposite UNTIDY.

**use-ful** /ju:sfəl/ *adjective* p.62

helpful, or with a good purpose: *This  
information will be very useful./That's a  
useful knife.*

**war** /wɔ:ɹ/ *noun* p.48

a time of fighting between countries: *The  
two countries were at war for two years./The  
country is preparing to go to war.*



# Pronunciation Table

## Consonants

Symbol	Keyword
p	pan
b	ban
t	tip
d	dip
k	cap
g	gap
tʃ	chocolate
dʒ	judge
f	few
v	view
θ	throw
ð	though
s	sip
z	zip
ʃ	fresh
ʒ	measure
h	hot
m	sum
n	sun
ŋ	sung
l	lot
r	rot
j	yet
w	wet

## Vowels

Symbol	Keyword
i:	beat
ɪ	bit
e	bet
æ	bat
ʊ:	bar
ɒ	block
ɔ:	bought
ʊ	book
u:	bool
ʌ	but
ɜ:	burn
ə	brother
eɪ	bay
əʊ	bone
aɪ	by
aʊ	bound
ɔɪ	boy
ɪə	beer
eə	bare
ʊə	poor
eɪə	player
əʊə	lower
aɪə	tire
flʊə	flower
ɛplɔɪ	employer

/ / shows main stress

// shows secondary stress

/ / at the end of a word means that /r/ is usually pronounced when the next word begins with a vowel sound.

As an additional help to pronouncing the word correctly, the headword is divided into its separate syllables (**in·fec·tious**) by means of dots. These dots also show where you can break a word (or 'hyphenate' it) at the end of a line of writing.

